

Dr Jorge Prieto Math and Science 2020-2022 plan summary

Team

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Name	Role	Email	Access
Ken Cuellar	Assistant Principal	krcuellar@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/13/2020	all members (-M.M)	Intro to CIWP
02/10/2020	all members (-MM, PF, AL)	Looked closely at results of SEF staff survey to find areas of critical need
03/27/2020	Andrew Friesema, Nancy Zawayta, Jeanmarie Youngblood	Identifying Goals and Metrics for CIWP
03/30/2020	Nancy Zawayta, Jeanmarie Youngblood	Theories of Action
03/12/2020	Nancy Zawayta, Jeanmarie Youngblood, Andrew Friesema	BAG and NWEA data deep dive and organization
04/20/2020	all members	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
- 3 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 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:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 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)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 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)
- 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)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence

- 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- 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)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
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	School wide MTSS interventions in SEL and content areas.
Root Cause 1	Lack of clear schoolwide systems for providing and documenting interventions in classrooms for tier 1 and tier 2
Area of Critical Need 2	Improve National School Growth Percentile in Mathematics on NWEA.
Root Cause 2	Lack of common curriculum, lack of vertical planning time between grade levels, lack of PD around small group instruction
Area of Critical Need 3	Increase percent of ELL Students Making Sufficient Annual Progress on ACCESS and NWEA.
Root Cause 3	Problematic testing protocols, environment, technology
Area of Critical Need 4	Social and emotional wellness of scholars and staff and improved sense of safety amongst community members.
Root Cause 4	Lack of SEL curriculum, lack of school counseors, recurrent and concurrent scholar trauma.

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
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>The percentage of students meeting or exceeding national average growth norms will indicate the effectiveness of MTSS interventions.</p>	Overall		60.00	65.00
	Students with IEPs		60.00	65.00
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>We identified mathematics growth on the NWEA as an area of critical need and this metric directly represents this area of critical need.</p>	Female		48.00	53.00
	EL		48.00	53.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>This metric directly reflects if a student is making sufficient progress on the ACCESS test.</p>	EL		30.00	35.00
	Students with IEPs		30.00	35.00
<p>Vision: Attendance Rate</p> <p>Attendance could delineate whether students are comfortable seeking services and coming to school.</p>	Overall		96.00	
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey</p> <p>For My School My Voice we are hoping to improve communication with parents/guardians, all students, and all staff to promote completing the</p>					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
survey just as we promote attendance. We placed 97.0 as our goal for surveys completed.					

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...	develop internal professional development cycles using Lesson Study, align all subjects units to appropriate standards, plan ILT walkthroughs, plan peer observations, partner with Chicago Literacy Group to implement Lucy Calkins Units of Study, continue pd surrounding new curricular tools in mathematics, science, and literacy, and facilitate veteran staff review of Staff Handbook and new staff training in August
Then we see...	increased teacher understanding of teaching and learning, fidelity of curricular alignment, improved feedback to all staff about school-wide teaching and identify trends in teaching, common expectations and practices that outline common understanding school culture
which leads to...	improved teacher delivery of instruction which improves NWEA student performance on the EOY assessment, cohesive and comprehensive learning path for 100% scholars, data to drive instructional decision making acquired through walkthroughs, 90% teacher retention.
Budget Description	Professional Development for Inquiry based science, Eureka Math, Open Up Resources, and Units of Study for literacy. Purchase books aligned to units of study. Purchase consumable math books for scholars grades K-8. GLMs will be used to guide instructional planning.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Postponed) Utilize admin directed grade level meetings for focus on instructional unit development through Lesson Study Tags: Leadership for Continuous Improvement, Structure for Continuous Improvement, Curriculum

	<ul style="list-style-type: none"> • (On-Track) Schedule four annual ILT walkthroughs focused on instructional growth. Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Distributed Leadership • (On-Track) Maintain an updated sub pool directory to provide coverage for ILT walkthroughs and peer observations. Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement • (On-Track) Purchase Lucy Calkins Units of Study and budget for improvement and expansion of classroom libraries Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences • (On-Track) Science committee will continue multi-year MSI partnership to align science instruction, attend professional development, and recommend NGSS aligned professional development to staff at large. Tags:Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks • (On-Track) Develop a math committee and seek professional development around teaching Eureka Math and Open Up Resources through problem solving. Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access • (On-Track) New teachers will be paired with mentor teachers from their grade level for guidance, support and improved retention. Tags:Leadership for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams • (Completed) Update Staff Handbook to include school-wide expectations, procedures, and train staff in order to provide a common understanding. Tags:Leadership for Continuous Improvement, MTSS: Shared Leadership
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Strategy 2

If we do...	develop a tiering criteria and a menu of interventions to streamline
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Then we see...	which scholars fall into 80/15/5 tiered model and provide individualized scholar specific interventions to improve academic and behavioral outcomes
which leads to...	a MTSS program with more thorough progress monitoring of scholar academic and behavior needs, comprehensive BHT data and 50% of scholars attaining growth on the NWEA EOY assessment.
Budget Description	PD for staff at large from Network Instructional Lead MTSS Sana Ansari. Provide capital to purchase AIMSweb or provide resource. Provide training whether virtual or in person for Wilson Reading and any other reading intervention that could aid scholars in tiers 2 and 3.
Tags	CBE: SEL Integration, OSCP: Tier 1, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Completed) Create a MTSS committee, academic sub-committees, and BHT team that meets bi-weekly to discuss trends in scholar behavior, plan glm agendas, available supports, office referrals, and other areas of need that arise. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (On-Track) Establish a monthly GLM meeting to check in and evaluate progress monitoring intervention data and determine next steps. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (On-Track) Send teams for Restorative Practices, CICO, Second Step trainings offered by the district to implement SEL strategies so trained staff can assist with modeling to staff school-wide. Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Send teachers and secas to trainings identified by MTSS Committee tied to reading and maths to create sub-committees to train and implement tier 3 interventions. Tags:Supportive and Equitable Approaches to Discipline, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, OSEL: Supportive School Environment • (On-Track) Form MTSS Committee and implement the rollout of MTSS interventions to grade level teams, staff at large, BHT team, LSC, PAC. MTSS Committee would train and model appropriate interventions to instructional staff school-wide.

	<p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (On-Track) Communicate to parents/guardians the interventions and additional supports and/or interventions provided for their child to better align school and home environments. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> (On-Track) MTSS Committee leads inventory current interventions and create menus of interventions based on academic/behavioral needs of scholars and trains staff at large how to implement. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (On-Track) Develop a Progress Monitoring System and train staff how to input MTSS data, progress monitor, and gauge strategy success in meeting divergent needs through the MTSS Committee. <p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Completed) Train staff on how to use the office based referral form to request tier 2 and 3 support for scholars. <p>Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>
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Strategy 3

If we do...	develop rigorous, standards based formative assessments and standardized grading scheme for each unit within grade bands and departments
Then we see...	use of in-class formative assessments to implement targeted small group instruction, and monitor student progress with data from ongoing assessments.
which leads to...	15% increase in NWEA growth scores from EOY 2019 to EOY 2021 and 80% of students meeting grade level learning targets
Budget Description	Time and human resource needs include coverage for teachers to attend Network 3 and other out-of-school professional development opportunities, and time in GLMs and during orientation week to devote to the specific action items listed. We need Meghan Best to come in for some PD surrounding co-teaching best practices, accommodations/modifications in the inclusion setting, and progress monitoring to decipher LRE placement.

<p>Tags</p>	<p>Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Postponed) Teachers will meet during orientation week to analyze NWEA data and past grades for incoming scholars to form baseline groups for targeted instruction.</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <p>• (On-Track) Teacher-led PD to establish expectations for weekly formative assessments in all subjects as a tool to inform small group instruction. PD will include methods for creating flexible formative assessments that address different learning styles, as well as methods for collection and analysis.</p> <p>Tags:Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <p>• (On-Track) PD led by Dual Language Committee on WIDA standards and how they impact assessment and grading for ELs. Teachers will receive the Illinois Resource Center list of workshops to attend in order to improve assessments for ELs.</p> <p>Tags:Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, OLCE</p> <p>• (On-Track) Grade level teams (for lower grades) and subject specific grade band teams (for upper grades) will establish common grading language and rigor for summative assessments (for example through rubric templates). Teachers will create grade-wide norms for weekly homework load and weighting, and revisit these norms throughout school year based on scholar completion rate.</p> <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <p>• (On-Track) Admin will dedicate one monthly GLM for teachers to share formative data analysis and strategies for targeted small group instruction.</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth</p> <p>• (On-Track) General education and DL teachers will collaborate at least once weekly to co-plan assessments and develop modifications and accommodations.</p>

	<p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> • (On-Track) Teachers receive continuous professional development to support assessment and practices, and progress monitoring training throughout the year (including opportunities for teachers to attend Network 3 workshops). <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Completed) Create an assessment and grading committee to regularly review progress on above action steps and serve as a liason to MTSS committee regarding progress monitoring from formative assessments and targeted small group instruction. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</p>
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Action Plan

Strategy 1

Postponed Nov 06, 2020

Utilize admin directed grade level meetings for focus on instructional unit development through Lesson Study

Aug 24, 2020 to Jun 18, 2021 - Administration Grade Level Bands

On-Track Nov 13, 2020

Schedule four annual ILT walkthroughs focused on instructional growth.

Jul 06, 2020 to Aug 21, 2020 - Administration ILT

On-Track Nov 13, 2020

Maintain an updated sub pool directory to provide coverage for ILT walkthroughs and peer observations.

Jun 22, 2020 to Jun 18, 2021 - Administration Front Office

On-Track Nov 13, 2020

Purchase Lucy Calkins Units of Study and budget for improvement and expansion of classroom libraries

Jun 01, 2020 to Jul 31, 2020 - Administration Reading Interventionist Front Office Teachers

On-Track Nov 13, 2020

Science committee will continue multi-year MSI partnership to align science instruction, attend professional development, and recommend NGSS aligned professional development to staff at large.

Sep 07, 2020 to Jun 18, 2021 - Science Committee

On-Track Nov 13, 2020

Develop a math committee and seek professional development around teaching Eureka Math and Open Up Resources through problem solving.

Sep 07, 2020 to Jun 18, 2021 - Administration Teacher

On-Track Nov 13, 2020

New teachers will be paired with mentor teachers from their grade level for guidance, support and improved retention.

Aug 24, 2020 to Jun 18, 2021 - Grade Level Bands

Completed Nov 13, 2020

Update Staff Handbook to include school-wide expectations, procedures, and train staff in order to provide a common understanding.

Jun 22, 2020 to Aug 21, 2020 - Administration Front Office Staff School Counselors Case Manager BLT

Strategy 2

Completed Nov 13, 2020

Create a MTSS committee, academic sub-committees, and BHT team that meets bi-weekly to discuss trends in scholar behavior, plan glm agendas, available supports, office referrals, and other areas of need that arise.

Sep 03, 2019 to Jun 18, 2021 - MTSS Committee BHT Academic sub-committees Counselors Case Manager Nurse Administration School Psych

On-Track Nov 13, 2020

Establish a monthly GLM meeting to check in and evaluate progress monitoring intervention data and determine next steps.

Sep 03, 2019 to Jun 18, 2021 - MTSS Committee GLM Teams Administration

On-Track Nov 13, 2020

Send teams for Restorative Practices, CICO, Second Step trainings offered by the district to implement SEL strategies so trained staff can assist with modeling to staff school-wide.

Sep 03, 2019 to Jun 18, 2021 - MTSS Committee BHT Administration Staff receiving training

Not started Nov 13, 2020

Send teachers and secas to trainings identified by MTSS Committee tied to reading and maths to create sub-committees to train and implement tier 3 interventions.

Sep 08, 2020 to Jun 18, 2021 - ILT Administration Network (for funding or running PD) Reading Coach Maths Coach

On-Track Nov 13, 2020

Form MTSS Committee and implement the rollout of MTSS interventions to grade level teams, staff at large, BHT team, LSC, PAC. MTSS Committee would train and model appropriate interventions to instructional staff school-wide.

Jun 23, 2020 to Jul 31, 2020 - Administration MTSS Committee Leads MTSS Sub-Committees

On-Track Nov 13, 2020

Communicate to parents/guardians the interventions and additional supports and/or interventions provided for their child to better align school and home environments.

Sep 08, 2020 to Jun 21, 2022 - MTSS Committee MTSS Sub-Committees Administration

On-Track Nov 13, 2020

MTSS Committee leads inventory current interventions and create menus of interventions based on academic/behavioral needs of scholars and trains staff at large how to implement.

Sep 08, 2020 to Jun 22, 2021 - MTSS Committee Leads Assistant Principal

On-Track Nov 13, 2020

Develop a Progress Monitoring System and train staff how to input MTSS data, progress monitor, and gauge strategy success in meeting divergent needs through the MTSS Committee.

Sep 08, 2020 to Jun 22, 2021 - MTSS Committee Leads MTSS Committee Administration

Completed Nov 13, 2020

Train staff on how to use the office based referral form to request tier 2 and 3 support for scholars.

May 04, 2020 to Jul 21, 2020 - MTSS Committee Leads

Strategy 3

Postponed Nov 13, 2020

Teachers will meet during orientation week to analyze NWEA data and past grades for incoming scholars to form baseline groups for targeted instruction.

Aug 31, 2020 to Sep 04, 2020 - Grade Band Teachers

On-Track Nov 13, 2020

Teacher-led PD to establish expectations for weekly formative assessments in all subjects as a tool to inform small group instruction. PD will include methods for creating flexible formative assessments that address different learning styles, as well as methods for collection and analysis.

Aug 31, 2020 to Sep 11, 2020 - Administration Grade Band Teachers ILT

On-Track Nov 13, 2020

PD led by Dual Language Committee on WIDA standards and how they impact assessment and grading for ELs. Teachers will receive the Illinois Resource Center list of workshops to attend in order to improve assessments for ELs.

Aug 31, 2020 to Sep 11, 2020 - Dual Language Committee ILT Grade Band Teachers

On-Track Nov 13, 2020

Grade level teams (for lower grades) and subject specific grade band teams (for upper grades) will establish common grading language and rigor for summative assessments (for example through rubric templates). Teachers will create grade-wide norms for weekly homework load and weighting, and revisit these norms throughout school year based on scholar completion rate.

Aug 31, 2020 to Sep 30, 2020 - Administration Grade Band Teachers

On-Track Nov 13, 2020

Admin will dedicate one monthly GLM for teachers to share formative data analysis and strategies for targeted small group instruction.

Sep 28, 2020 to Jun 11, 2021 - Administration GLM Teams

On-Track Nov 13, 2020

General education and DL teachers will collaborate at least once weekly to co-plan assessments and develop modifications and accommodations.

Sep 08, 2020 to Jun 17, 2022 - Administration DL Teachers General Education Teachers

On-Track Nov 13, 2020

Teachers receive continuous professional development to support assessment and practices, and progress monitoring training throughout the year (including opportunities for teachers to attend Network 3 workshops).

Aug 31, 2020 to Jun 22, 2021 - Administration Grade Band Teachers ILT

Completed Nov 13, 2020

Create an assessment and grading committee to regularly review progress on above action steps and serve as a liason to MTSS committee regarding progress monitoring from formative assessments and targeted small group instruction.

Jun 19, 2020 to Sep 07, 2020 - ILT Administration

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 utilize NWEA data as a part of our comprehensive needs assessment.

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

We will utilize MTSS, academic interventions, and SEL interventions to provide opportunities for all students to improve their levels

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

We will continue to focus on inquiry based instruction and strategic student engagement.

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 will utilize a comprehensive multitiered system of support to meet the needs of all scholars, including those identified as high need scholars.

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

Our most effective strategy to attracting high-quality teachers is partnering with high quality teacher education programs. We also have a supportive leaning environment that attracts teachers and makes them want to stay a part of school community. A stable, veteran staff ensures that they are able to use professional networks to refer high quality teachers to our school.

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.

We partner with Chicago Literacy Group, our Network 3 support team, and Lesson Study Alliance to provide high quality, ongoing professional development.

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

We have partnered with the NWSHC to attract more parents as volunteers and mentors.

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.

We work with the office of early childhood, dual language coordinators, bilingual pre-k teacher, and have two designated pre K aides to assure a smooth transition for our youngest scholars.

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.

Our ILT is made up of teachers that work with grade level bands to make collaborative decisions about the use of assessment data to improve the achievement of students, and the overall instructional program at Prieto.

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.

The first tier of support is small group, targeted instruction at the classroom level. Next is targeted small group interventions in addition to classroom instruction. Third tier interventions happen before our after school to give struggling scholars extra support.

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.

Prieto provides scholars with a comprehensive SEL and Health curriculum including violence prevention programs and nutrition programs. We provide our families with information and support in accessing housing programs, food programs, pre-k programs, and continuing education.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Parents in the LSC and PAC will be instrumental in development, revision, and family engagement plan. The work will be a part of ongoing work in LSC meetings, PAC meetings, and ILT meetings.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children

participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

We will have our Annual Meeting and our PAC organizational meeting the first month of school. We will run the meeting in the morning and the evening to maximize the opportunity for parent involvement. The meetings and their importance will be articulated through social media, robo calls, and letters home for families that are not connected online.

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.

All parental suggestions will be considered by the instructional leadership team of the school.

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.

NWEA student reports and IAR reports will be shared with parents as a part of quarterly teacher parent conferences.

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.

All assigned teachers at Prieto are "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.

This will be done through making these topics the focal point of the agenda for parent meetings (PAC, LSC, Title 1)

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.

We will utilize teachers, consultants, and the school's technology resources before and after school to assist 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.

We will continue to partner with the NWSHC to increase the number of parent mentors in our building. We will use professional development time to revisit with staff how to effectively partner with parents.

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.

We will partner with the NWSHC to support and encourage parent involvement as parent mentors. This program also provides continuing education for parents.

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 ELPT and clerks will ensure that all communications and announcements are available electronically and in paper form in both English and Spanish.

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)

n/a

School-Parent Compact (Complete)

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

Mission

At Dr. Jorge Prieto Math and Science Academy we will graduate young scholars who actively inquire and participate in a changing global society. Prieto Scholars will develop a greater appreciation and understanding of their community and environment. Lifelong learning skills will be enhanced by way of a concentrated Math and Science Curriculum combined with best practices in literacy and biliteracy.

Vision

To offer students in PreK-8th a rigorous and nurturing academic environment by recruiting and retaining knowledgeable, passionate and highly prepared educators who possess a firm belief that all students can

achieve academic excellence. -Collaborating with all stakeholders -Developing community partnerships to enhance instruction and learning -Providing extra curricular activities to impact student achievement - Cultivating critical thinkers and active problem solvers -Utilizing technology for inquiry based projects - Celebrating LEED certified status of school through focus on urban environmental issues.

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

Parent teacher conferences will be held every semester for every scholar per CPS calendar. Parent teacher conferences outside of the 2 days scheduled by CPS will be held when requested by parent, teacher, or administrator.

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

Progress reports will be issued every 5 weeks. Report cards every 10 weeks. Grade book will be updated weekly so parents have an up to date view of progress through parent portal.

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

Staff will be available before school, after school, and during prep periods by appointment. Appointments can be made via CPS email directly with staff member.

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.

We have partnered with NWSHC to provide training to parents that are interested in academic mentoring. Parents that have passed the CPS volunteer application will be invited to help with field trips, classroom activities, and other involvement as agreed upon by parent and staff.

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

Parents will ensure attendance when scholar is healthy, will help scholar engage in remote learning when they are unable to attend school, will monitor homework and stay in contact with teachers.

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

Students with IEPs will participate in IEP meetings. Parents will consult with the school through parent teacher conferences, through email with teachers, and through periodic phone conferences.

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).

Scholars will be responsible for their own academic achievement by being attending school, persevering through problem solving to gain new knowledge, completing homework practice, and being engaged, active learners during class.

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.

Our goal is to improve the understanding between staff and families so that we can better work together to promote student achievement and wellness.

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.	\$500.00
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.	\$1951.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1500.00
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.	\$500.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$1500.00

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