

Frederick Stock Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Sandra Dilla Hammer	SpEd Teacher	sfdilla-hammer@cps.edu	Has access
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Elizabeth Gschwind	Para Professional	ehgschwind@cps.edu	Has access
Lisa Soda	Parent, Chair F.O.S.	lisasoda13@gmail.com	No Access
Melody Owens	Para Professional	myowens@cps.edu	Has access
Mary Duggan	Community, LSC	mduggan1976@gmail.com	No Access
Ann McNally	Principal	almcnally@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/14/2020	Flex Day Staff	Intro to CIWP

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** LEADERSHIP & COLLECTIVE RESPONSIBILITY: School Identity, Vision, and Mission: Identity: Where All Children Belong Vision: Stock School envisions a school climate that is warm, loving, stimulating, positive and productive. We feel each student will reach their greatest potential if they embrace learning, enjoy school and love their teachers. (Include demographics of school community and shared vision ? ask Kathleen) Mission: Stock Early Childhood Center, "Where all children belong," fosters a love for learning in every child by providing inclusive and differentiated programs that nurture and support all of our students. The whole child approach, using play-based curricula, is intentionally focused on developmentally appropriate practices. Learning experiences promote social/emotional growth, communication and language development, self-help skills, fine arts and physical development. Stock provides math and literacy-rich interactions that promote problem-solving and strategic reasoning skills, insightfulness, perseverance, curiosity, and creativity. We believe parents and families are our partners in their child's growth and development. We have so much fun playing and learning at Stock! Core Values: Respect & Happiness. Respect and Happiness are the driving forces for positive relationships and interactions in our lives. Culture of Collective Responsibility: Integrative, multi-disciplinary team approach to discuss individual student development in order to meet the needs of every learner at least once a month. MILT meetings (still called MILT or ILT) on a regular basis to discuss school priorities. Weekly staff meetings Peer coaching to improve inclusive practices, both on a formal and informal basis. The formal peer feedback cycle involving all staff members is emerging. Peer Learning Groups meetings throughout the school year to align practice and collaborate for professional problem solving Student enrollment meetings for all students with disabilities. Parent informational sheets provided to offer parents opportunities to share important details about their child's needs and abilities. Extra-curricular activities provided by the school that allow all students in all classrooms to explore and learn together (gardening, music therapy, drama, parent-child activity days, field trips, Buddy Baseball, cheerleading and special events) Thoughtful transition between home and school to meet the needs of

young learners. We offer pre-enrollment events, a slow intake during the first week of school, home visits as needed. Parent education meetings throughout the school year. (Kathleen language for parent groups that are now being organized) Parents' visions, hopes, and dreams for their children are an integral component of our program. Every staff member attended training in & out of the school to improve their practice and meet the unique needs of our students. MILT analyzed SAM & MTSS criteria at the BOY and MOY and implemented suggestions for improvement. Empower Leadership and Employ Skills: Peer coaching, peer observations, peer learning groups (PLG) (statement about how PLGs are led more by staff) in order to align practice and collaborate for professional problem-solving. Staff involvement in decision making. Everyone participates on a committee. Staff members lead different parts of the staff meetings depending on the topic Coherent Instruction and CPS Framework: All staff will use developmentally appropriate practices. All teaching staff is rated Proficient or Distinguished on REACH. Teaching Strategies Gold is used by all Blended classrooms Learning Stories use in every classroom. State of the School provides an overview of coherent instruction. (Workshops provided by Jonathan Fribley for Powerful Interactions and Coaching) Enable Staff to Prioritize: Staff is included in defining and setting up responsibilities and priorities in order to best meet the needs of all our students, their families, and our school community. Release time provided for team collaboration or collaborative work with a specialist regarding our students with disabilities (Sw/D). An intensive year of study for all staff resulted in a shift in the way we are providing services to our students with disabilities. 5-Essentials were "well organized." (Questioning what this means, explanation of last 2 statements to clarify) (Through the LSC discuss about leadership teams in the school and happenings within the school)

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 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
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 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
 - 4 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:** MANAGEMENT & INSTRUCTIONAL LEADERSHIP TEAM (MILT): School Improvement The MILT engages in on-going inquiry and constantly ask "What is working well? What is not working? What do we need to change? What can we teach others?" Utilizes Inclusive Classroom Profile (ICP) to improve our classroom environment, our adult involvement, peer interactions, adult guidance for student interactions, collaboration, and conflict resolution in order to meet the needs of all our learners. Share leadership The MILT provides opportunities for a representative group of teachers and assistants to lead the discussion on curriculum and instruction for our preschool aged students. The MILT Instructional

priorities provide guidance to all teachers in defining, implementing and planning for the best/most current instruction for every learner. The MILT guides our staff school committees and their planned activities. Regular meetings The MILT meets once a month or as needed. The MILT has a clear agenda made available on the Drive for all staff to view. The MILT collaborates effectively & informs all staff of happenings, findings, and current topics of interest via the Google Drive. (a suggestion for improvement is that a member of the MILT will briefly report meeting notes to all staff during our weekly "All Staff Meeting" that immediately follows a MILT meeting.) Build teacher teams to lead learning and problem solving A structured mentorship program for all school staff (teachers, assistants, security, custodial, etc.) exists Staff visits and observes other classrooms in our school as well as in other schools in our district. (The MILT doesn't oversee this) Stock has relationships with future and current educators from grade schools, high schools, and universities. (Student teachers, student observers, and volunteers.) The MILT will continue to a partnership with Starnet that implemented the CCEFL to promote a positive nurturing learning environment to help children reach their fullest potential.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** -The Project Approach to learning is implemented in every Stock classroom and inspires students to think and contribute high quality, concrete work to an audience beyond their classroom (To their parents/significant others in a culminating activity). -Integrate academic and social-emotional learning - Reach outside of the classroom for the real world (or simulated) application (field trips and experts in the field) -Stock school mission statement states an intentional focus on developmentally appropriate social /emotional growth... -Units and lesson plans are written using collaboration by the team members and are posted on the Drive for all to use. Plans are aligned with Illinois Early Learning and Development Standards and Teaching Strategies Gold -Lesson plans follow developmental continuum based on Teaching Strategies Gold -Students in the Cluster Program have their IEP goals aligned with the IELDS through the Stock School Core Curriculum -The IEP goals are aligned with state standards -State standards, TSG data, and WIDA standards are used in lesson planning. -Special Events support the curriculum and include all students -School-wide art grants support all student advancement toward achieving goals, IEP and IELDS Accommodations and Modifications -modifications and accommodations are planned ahead and included in the lesson plans for diverse learners and ELLs. - Data drives occur during the year to inform practice. -Inclusion is a natural part of our culture. We received a state recognition for our work with inclusive practices

in a high-quality program. -Kindness curriculum and S.S. Grin address social emotional development

- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 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:** Each class incorporate thematic units that cover multiple disciplines Use of comprehensive unit plans including assessments- Creative Curriculum, Carolina Curriculum Visual sequencing and differentiated instruction Curriculum mapping is done by teams
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 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
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** -The multi-modal approach is used for presenting all new ideas and concepts: verbal, visual and tactile materials and cues -Developmentally appropriate learning centers that connect to a unit, planned with intentional regard to individual student needs and current levels of achievement. -Hands-on learning using authentic material and experiences. Discovery and exploration of concrete objects to help students master and practice new skills -Materials (and data) are used to assist with scaffolding and differentiation -All materials are

modified and adapted to meet the specific needs of the diverse learners in our cluster and blended programs -Teacher developed materials are scaffolded to the children's levels/areas of development - Teachers provide access to consumables (loose parts, sensory table materials, garden, science and cooking materials) -Core Vocabulary sheets are available in every classroom -A wide variety of augmentative communication devices, voice output, (high tech) -Low tech devices and techniques, objects, pictures, photos, eye gaze board, core vocabulary board. -Smart board, desktop/laptop computers and iPad in every room, Smart table shared within the school. -Informative online resources and videos shown on the Smart Board augment science lessons and physical activities i.e. Yoga, gross motor, music movement, etc. Videos are particularly helpful for ELL comprehension. Equipment and the sensory room are available to every student to help regulate and prepare for instruction. Community partnerships with PHY equipment companies that support our students with a physical disability -All students have access to Chime music program once a week; multicultural dance and songs, movement, experience with musical instruments, musical vocabulary - All students have access to physical education twice a week; gross motor development, self-regulation, hand-eye coordination activities -Lifeline Theatre, partnership with community programs -All centers are stocked with developmentally appropriate material which is accessible to all students and labeled with a picture and words -Kindness curriculum and S.S. Grin address social emotional development

- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 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)

- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 4 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:** CHIME music therapy program and Lifeline Theater programs provide Tier 1 supports SS Grin and Kindness curriculum provide Tier 2 supports Functional Behavior assessments completed when necessary, with parent approval
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12

- 4 READINESS ? Ensure equitable access to college preparatory curriculum
- 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** N/A Readiness for college and success

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 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
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** N/A Preschool students can not do many of these things independently.
- 4 - Physical and Emotional Safety
 - 4 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)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:** FIMS drill evidence, articulation with staff (ILT) and students as feedback after drills, Verify reports. Concern comes from lack of consistent nursing availability, fear of having to handle a medical emergency without nursing in the building (sometimes she is there and sometimes she is not) and the clear directives about when to write a Verify report
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- 4 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)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 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
 - 4 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:** We feel we do a strong job keeping our few second language parents engaged as partners by individual outreach, partnering them with parents from the same culture, and frequent check ins, but feel there is always room for improvement. We also keep these strategies in mind for our parents of students with severe/profound disabilities to be sure that they also do not have a barrier to community.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College &	0

Score	Framework dimension and category	Area of focus
	Career Access, & Persistence	
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
4	Quality and Character of School Life: Family & Community Engagement	4
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Seemless inclusion of diverse learners in all programs
Root Cause 1	Individual Attitudes & Beliefs so more collaboration/planning opportunities are needed.
Area of Critical Need 2	In-depth planning & execution for deep dives into learning
Root Cause 2	Opportunities for planning and distributive leadership
Area of Critical Need 3	TSG scores reflect a slight decrease in S/E, Cog, & Language scores
Root Cause 3	Students are coming in at age 4 with minimal structured group experience and don't engage in effective play. We are receiving less students that spend 2 years in PK.

[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.

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
(Blank)				
(Blank)				
(Blank)				
(Blank)				
(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 (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
TSG Spring '20, '21 Assessment in Social/Emotional all 3 year olds Productive play outcomes are seen through the social/emotional developmental growth area in PK students.	71.00			73.00	75.00
In the 5-Essentials, Reflective Dialogue goes from Strong to Very Strong Teacher collaboration is essential to the growth of practice at Stock.	72.00			80.00	85.00
TSG Spring 2020, 2021 assessments in the cognitive domain Productive Pay has a direct impact on the cognitive development of PK students.	72.00			73.00	75.00

Strategies

Strategy 1

If we do...	If we have a structure for staff leadership that is focused on creating and implementing professional learning
Then we see...	creative and timely planning for instruction, a collective ability to exchange ideas, continuous review of quantitative & qualitative data, and opportunities to identify, propose and implement solutions to challenges,
which leads to...	teacher influence moving from strong to very strong in the 5-Essentials.
Budget Description	CLASS training - 30081.115.54505.119035.000090 (or support from OECE,) PD 30081.115.54505.119035.000090, Consultant 30081.115.54125.119035.000090 and Substitutes from Bucket 588623
Tags	Leadership for Continuous Improvement, Assessment: Improving Assessment Literacy, MTSS: Shared Leadership, OECE: PK Assessment & Data
Action steps	<ul style="list-style-type: none"> (Not started) ILT bi-weekly/monthly meetings as determined and ILT secretary will post minutes and report at staff meetings Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Distributive leadership that will facilitate staff learning and staff managing committees/events Tags:Leadership for Continuous Improvement, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Facilitation of observations/feedback cycles (REACH and peer collaboration) Tags:Leadership for Continuous Improvement, MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Training on teaching play through a variety of platforms (in person, web-based, books) Tags:Leadership for Continuous Improvement, OECE: PK Curriculum, OECE: PK Developmentally Appropriate Practice, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Provide substitutes for release time for planning and collaboration. Tags:Talent (Not started) Participate in CLASS training

	<p>Tags:OECE: PK Assessment & Data, ONS: Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Schedule School Culture & Climate team meetings (Social Committee) for full year by end of September, and create standard agenda and roles to be used at each meeting. <p>Tags:Leadership for Continuous Improvement, MTSS, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Administrators collect announcements from all school staff in a Google doc, then use this to send a weekly newsletter. <p>Tags:Leadership for Continuous Improvement, MTSS: Shared Leadership, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Administrators create a check in calendar to visit with all staff members to ask them how they're doing and what they need. <p>Tags:Leadership for Continuous Improvement, OSEL: Supportive School Environment</p>
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Strategy 2

If we do...	provide opportunities and supports for all diverse learners to fully participate in general education curricular activities,
Then we see...	students appropriately placed on the LRE continuum
which leads to...	75% of students reaching their growth target.
Budget Description	Chime Music Internal Accounts and FOS funding, Botanic Gardens 30081.115.54125.119035.000090, Special Events 30081.115.53405.119035.000090, PL 30081.115.54505.119035.000090, Travel 30081.115.54205.119035.000090, Subs 588623, Materials 30081.115.53305.111048.000576
Tags	ODLSS: Behavior Support, ODLSS: Cluster Programs, ODLSS: Early Childhood, ODLSS: Instructional Quality, ODLSS: Procedures and Standards, ODLSS: Related Service Providers, OECE: PK Curriculum, OECE: PK Developmentally Appropriate Practice, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) Structured time for teachers/caretakers to collaborate. <p>Tags:Family & Community Engagement, Assessment: Improving Assessment Literacy, Assessment: PreK-3 Assessment, FACE2: Parent Engagement, MTSS: Curriculum & Instruction, ODLSS: Behavior Support, ODLSS: Cluster Programs</p> <ul style="list-style-type: none"> (Not started) Integrative teams will collaborate effectively, value transparency, and

	<p>inform and engage stakeholders.</p> <p>Tags:Leadership for Continuous Improvement, Curriculum, FACE2: Parent Engagement, MTSS: Problem Solving Process, ODLSS: Related Service Providers, OECE: PK Family Engagement</p> <ul style="list-style-type: none"> • (Not started) Align units of instruction, scope and sequence maps, and shared units/lesson plans viewed on Google DRIVE. <p>Tags:MTSS: Shared Leadership, ODLSS: Early Childhood, OECE: PK Curriculum</p> <ul style="list-style-type: none"> • (Not started) Engage all learners in content areas by fully integrating opportunities through Inclusion. <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> • (Not started) Integrate academic and social emotional learning through music, gardening, cooking, dance parties, all Special Events and adult/child activities. <p>Tags:MTSS: Curriculum & Instruction, OECE: PK Curriculum</p> <ul style="list-style-type: none"> • (Not started) Engage in on going inquiry for continuous improvement by building capacity of classroom teams. <p>Tags:ODLSS: Instructional Quality, OECE: PK Developmentally Appropriate Practice</p> <ul style="list-style-type: none"> • (Not started) Engage in peer and program visits both in and out of Stock School <p>Tags:MTSS: Shared Leadership, ODLSS: Instructional Quality, ONS: Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Provide sub coverage for classroom and program visitation <p>Tags:Talent</p> <ul style="list-style-type: none"> • (Not started) Supply materials and resources to support an inclusive program. <p>Tags:ODLSS: Early Childhood, OECE: PK Curriculum, OECE: PK Developmentally Appropriate Practice</p> <ul style="list-style-type: none"> • (Not started) Offer additional training to staff to support an inclusive classroom. <p>Tags:ODLSS: Behavior Support, ODLSS: Instructional Quality</p>
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Strategy 3

If we do...	comprehensively engage parents as partners in their preschooler?s education
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Then we see...	will create a shared sense of responsibility with our families for the social/emotional, physical, and academic development of students, and we will strengthen parents' sense of community
which leads to...	stronger home-school connections used to identify, problem-solve and design actions that target student instruction/achievement and parent-child programming. Engagement is measured by 90% attendance at parent-teacher conferences, parent-child activities, special education meetings as well as 90% engagement on SeeSaw and enrollment in the Friends of Stock organization.
Budget Description	Consultant 30081.115.54125.119035.000090, StarNet support, designated staff member to coordinate all non-classroom oriented parent outreach,
Tags	FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) Develop guidelines and professional learning for the staff around Parent communication and how to engage in difficult conversations. Tags:MTSS: Shared Leadership, ODLSS: Parent Involvement Specialists, ODLSS: Procedures and Standards • (Not started) Include parents as partners in planning and attending classroom activities and special events. Tags:FACE2: Parent Engagement, MTSS: Family and Community Engagement, ODLSS: Parent Involvement Specialists • (Not started) Provide parents a voice in school policy and fundraising via the Local School Council and Friends of Stock. Tags:FACE2: Community Partnerships, FACE2: Parent Engagement • (Not started) Offer an interest inventory to determine workshops on topics of interest to our parents. Tags:FACE2: Parent Engagement • (Not started) Develop parent support groups based on Parent Survey. Tags:ODLSS: Early Childhood, ODLSS: Parent Involvement Specialists • (Not started) Continue to provide a culture and climate to support our parents of multi language learners. Tags:OLCE • (Not started) Develop a parent handbook Tags:FACE2: Parent Engagement

	<ul style="list-style-type: none"> (Not started) Extend school professional learning to home environment. Home-school connection. <p>Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists, OECE: PK Family Engagement</p>
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Strategy 4

If we do...	provide professional learning for all staff on productive play as it relates to the seven areas of development
Then we see...	will facilitate play situations
which leads to...	students meeting the widely held expectations in the TSG areas of s/e, cognitive, and language skills and/or meeting their quarterly benchmarks goals.
Budget Description	PD 30081.115.54505.119035.000090, Consultant 30081.115.54125.119035.000090 and Substitutes from Bucket 588623, supplies 30081.115.53405. 119035.000090, Instructional Materials, N-D 30081.115.53305.111048.000576
Tags	OECE: PK Developmentally Appropriate Practice
Action steps	<ul style="list-style-type: none"> (Not started) Staff work with a consultant who is an expert in play based instruction. Tags:ODLSS: Early Childhood, OECE: PK Curriculum, OECE: PK Developmentally Appropriate Practice (Not started) Staff will work in PLGs to investigate how play occurs and provide more productive play opportunities in their classrooms. Tags:ODLSS: Early Childhood, OECE: PK Developmentally Appropriate Practice (Not started) Allow time during the school day for peer coaching, collaboration, and observations. Tags:ODLSS: Early Childhood, OECE: PK Developmentally Appropriate Practice (Not started) Provide opportunities for staff to attend professional learning through seminars and conferences outside of school. Tags:ODLSS: Early Childhood, OECE: PK Developmentally Appropriate Practice (Not started) Provide subs to cover classrooms while staff is engaging in collaboration/coaching and peer & program observations Tags:Talent (Not started) Provide funds to purchase material, supplies, books, subscriptions,

	<p>professional learning, travel and hotel</p> <p>Tags: Instruction, ODLSS: Early Childhood, OECE: PK Developmentally Appropriate Practice, ONS: Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Continue to fund a nature based outdoor classroom. <p>Tags: Budget & Grants, Equity: Inclusive Partnerships, ODLSS: Early Childhood, OECE: PK Curriculum</p>
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Action Plan

Strategy 1

ILT bi-weekly/monthly meetings as determined and ILT secretary will post minutes and report at staff meetings

Jul 01, 2020 to Jun 30, 2022 - ILT secretary, Admin

Distributive leadership that will facilitate staff learning and staff managing committees/events

Jul 01, 2020 to Jun 30, 2021 - Admin and all staff

Facilitation of observations/feedback cycles (REACH and peer collaboration)

Jul 01, 2020 to Jun 30, 2021 - ILT

Training on teaching play through a variety of platforms (in person, web-based, books)

Jul 01, 2020 to Jun 30, 2021 - Admin

Provide substitutes for release time for planning and collaboration.

Sep 08, 2020 to Jun 30, 2022 - Clerk, Admin

Participate in CLASS training

Jul 01, 2020 to Jun 30, 2022 - ILT, Admin, classroom teachers

Schedule School Culture & Climate team meetings (Social Committee) for full year by end of September, and create standard agenda and roles to be used at each meeting.

Aug 31, 2020 to Sep 30, 2021 - Committee Chair, Admin

Administrators collect announcements from all school staff in a Google doc, then use this to send a weekly newsletter.

Sep 07, 2020 to Jun 30, 2022 - Staff, Admin

Administrators create a check in calendar to visit with all staff members to ask them how they're doing and what they need.

Sep 07, 2020 to Jun 30, 2022 - Admin

Strategy 2

Structured time for teachers/caretakers to collaborate.

Sep 08, 2020 to Jun 30, 2021 - Administration

Integrative teams will collaborate effectively, value transparency, and inform and engage stakeholders.

Sep 08, 2020 to Jun 30, 2021 - Administration, Case Manager, SpEd teachers

Align units of instruction, scope and sequence maps, and shared units/lesson plans viewed on Google DRIVE.

Sep 08, 2020 to Jun 30, 2021 - ILT Classroom teams

Engage all learners in content areas by fully integrating opportunities through Inclusion.

Sep 08, 2020 to Jun 30, 2021 - Classroom teams

Integrate academic and social emotional learning through music, gardening, cooking, dance parties, all Special Events and adult/child activities.

Sep 08, 2020 to Jun 30, 2021 - Classroom teams Committees

Engage in on going inquiry for continuous improvement by building capacity of classroom teams.

Sep 08, 2020 to Jun 30, 2021 - Administration ILT Classroom teams

Engage in peer and program visits both in and out of Stock School

Sep 08, 2020 to Jun 30, 2021 - Admin, Case Manager, Teachers

Provide sub coverage for classroom and program visitation

Sep 08, 2020 to Jun 30, 2021 - Clerk, Admin, Teachers

Supply materials and resources to support an inclusive program.

Sep 08, 2020 to Jun 30, 2021 - SpEd Teachers, RSPs, Admin

Offer additional training to staff to support an inclusive classroom.

Sep 08, 2020 to Jun 30, 2021 - SpEd/GenEd Teachers, RSPs, Admin

Strategy 3

Develop guidelines and professional learning for the staff around Parent communication and how to engage in difficult conversations.

Jul 01, 2020 to Jun 30, 2022 - ILT, Teachers, Admin, Case Mgr

Include parents as partners in planning and attending classroom activities and special events.

Jul 01, 2020 to Jun 30, 2022 - Classroom teachers

Provide parents a voice in school policy and fundraising via the Local School Council and Friends of Stock.

Jul 01, 2020 to Jun 30, 2022 - LSC, Administration, Friends of Stock

Offer an interest inventory to determine workshops on topics of interest to our parents.

Jul 01, 2020 to Jun 30, 2022 - tech coordinator, counselor

Develop parent support groups based on Parent Survey.

Jul 01, 2020 to Jun 30, 2022 - counselor

Continue to provide a culture and climate to support our parents of multi language learners.

Jul 01, 2020 to Jun 30, 2022 - Bilingual Lead, admin

Develop a parent handbook

Jul 01, 2020 to Jun 30, 2022 - ILT, Admin

Extend school professional learning to home environment. Home-school connection.

Sep 07, 2020 to Jun 30, 2022 - Classroom staff, counselor

Strategy 4

Staff work with a consultant who is an expert in play based instruction.

Jul 01, 2020 to Jun 30, 2022 - Administration/ILT

Staff will work in PLGs to investigate how play occurs and provide more productive play opportunities in their classrooms.

Jul 01, 2020 to Jun 30, 2022 - ILT

Allow time during the school day for peer coaching, collaboration, and observations.

Jul 01, 2020 to Jun 30, 2022 - Administration

Provide opportunities for staff to attend professional learning through seminars and conferences outside of school.

Jul 01, 2020 to Jun 30, 2022 - Administration

Provide subs to cover classrooms while staff is engaging in collaboration/coaching and peer & program observations

Jul 01, 2020 to Jun 30, 2022 - Clerk, staff

Provide funds to purchase material, supplies, books, subscriptions, professional learning, travel and hotel

Jul 01, 2020 to Jun 30, 2022 - Clerk, admin

Continue to fund a nature based outdoor classroom.

Jul 01, 2020 to Jun 30, 2022 -

Fund Compliance

ESSA Program

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

We are not a Title 1 school

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 are not a Title 1 school

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

We are not a Title 1 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.

We are not a Title 1 school

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.

We are not a Title 1 school

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.

We are not a Title 1 school

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 are not a Title 1 school

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 are not a Title 1 school

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 are not a Title 1 school

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

We are not a Title 1 school

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.)

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

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

N/A

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).

N/A

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.

N/A

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants	\$0.00

	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)	
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00