

# Carroll-Rosenwald Specialty Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Adell Brock	Principal	ambrock@cps.edu	Has access
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## Team Meetings

Date	Participants	Topic
02/17/2020	PAC	Parent/Family Plan
03/05/2020	Principal and Assistant Principal	Framework Priorities
03/11/2020	LSC	Framework Priorities
03/11/2020	Principal and Assistant Principal	Goals
04/07/2020	Principal and teachers	Strategies to improve Student Civic Life in Middle School
04/08/2020	Principal and Assistant Principal	Root Cause Analysis
04/09/2020	Principal and Assistant Principal	Strategies
04/30/2020	ILT	Action Items and CIWP Priorities updates

Date	Participants	Topic
04/28/2020	Principal , Assisnat Principal, Network 10 Chief, and Network ISL	Explanation around Priorities and Suggestions around Action Items
05/06/2020	Principal and Assistant Principal	Budget for Parent Engagement

## 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
  - 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)
  - 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
  - 3 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The school's vision includes all students - "All students are on track to be college and career ready". High leverage activities include the social-emotional needs of students and staff, support for individual student needs and day to day instruction, assessment, and feedback. Use of various protocols for identifying and addressing academic and social-emotional needs. All staff is encouraged to work as teams to address school challenges. Data is utilized to communicate school needs and successes. (Grade Level Team Meetings agendas, common planning time for teachers weekly, ILT, Teacher created professional development plans, 5Essentials, schoowide surveys for staff and students)
- 4 - Structure for Continuous Improvement
  - 3 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
- 3 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
- 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
- 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:** LSC Agenda and Minutes; School clean, student work displayed monthly or bi-monthly, school vision posted in all classrooms, office, etc; leadership opportunities on teams, representing the school at citywide PD, 8 staff members received ESL endorsements, 1 primary teacher getting a math endorsement; 3 teachers serve as school leaders for Amplify Science in collaboration with Loyola University, administrative support for new teachers struggling with discipline,

## 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
  - 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
  - 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:** Scope and sequence for literacy and math, various computer and staff supports (small groups, leveled texts, LLI interventions system, accelerated math and reading programs, Scholastic News, Science Scope, Amplify Science that includes writing and vocabulary development, research projects that require student presentation skills (speaking, listening), technology utilized for literacy, science, and math programs, required sustained silent reading daily
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 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
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- 2 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
  - 2 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
  - 2 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 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)
  - 3 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)
  - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 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)
- 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)
- 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:**
- 3 - 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
- 2 READINESS ? Ensure equitable access to college preparatory curriculum
- 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 2 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:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 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:** Celebration of community events that puts students in contact with seniors and community organizers; teachers use current events to connect students to content; teachers and students collaborate in their work. Need: A clearly articulated school vision of civic engagement; professional development for staff to learn to share power with students; connect discipline to good citizenship; identify quarterly opportunities for students and staff to explore and express self-identity.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 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)
  - 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)
- 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)
  - 4 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
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
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: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
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: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	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	Attendance
Root Cause 1	Lack of student connections to school staff and ownership in school decision making
Area of Critical Need 2	Math growth and attainment in grades 3-5
Root Cause 2	Lack of teachers skills in planning and providing tiered support for all students
Area of Critical Need 3	Literacy attainment in grade 2
Root Cause 3	Alignment of reading skills needed in prek
Area of Critical Need 4	Literacy and math growth among students with IEPs
Root Cause 4	Need for more collaboration between gen ed teachers and teachers of diverse learners to maximize learning time

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## 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
SQRP: National School Attainment Percentile - Reading (Grade 2)  Second graders need to be strong readers going into 3rd grade	African American		75.00	80.00
	Students with IEPs		48.00	50.00
Vision: Attendance Rate  Students who are not at school struggle most with math	African American		95.00	95.00
	Students with IEPs		95.00	95.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  students will not be ready for high school math	African American		65.00	70.00
	Students with IEPs		30.00	35.00
(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 (0% complete)

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

## Strategies

### Strategy 1

If we do...	Consistently conduct bi-weekly daily classroom observations and provide immediate feedback and suggestions for next steps based on new learning
Then we see...	teachers reflecting on instruction and using research-based strategies and content aligned students' needs
which leads to...	Change in teacher practice, tiered instruction for students, increased student growth and attainment on NWEA, increased daily attendance for students
Budget Description	Alignment of standards; Calendar and protocols for scheduled classroom visits and feedback ( weekly); Scheduled common grade team planning time; Professional development in and outside classrooms (readings, videos, and model classrooms for observations, peer feedback across teachers and grade levels, safe practice). Substitutes needed for collaboration, planning, walk-throughs, and PD; fees for PD attendance and consultants
Tags	MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OECE: PK Developmentally Appropriate Practice, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> <li>(Not started) Create a weekly calendar for classroom visits and one-to-one immediate feedback; weekly exploration of trends during grade-level meetings and ILT using protocols ( trends/wonderings)</li> </ul> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Relational Trust, MTSS: Problem Solving Process, ODLSS: Instructional Quality, OSEL: Supportive School Environment, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(Not started) Create a school-wide professional development (PD) plan and calendar based on teachers personal PD plans and challenges (SEL, academic, digital, etc.) Ex: schedule peer observations throughout the year; identify PD delivery method</li> </ul> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Relational Trust, MTSS: Curriculum &amp; Instruction, Teacher Leader Development &amp; Innovation: Teacher Teams</p>

**Strategy 2**

If we do...	Provide coaching, collaboration time, PD, and tools (computers, PLC, book study, models ) for teachers at varying levels of utilizing the MTSS process to design student learning rooted in grade-level standards and individual needs
Then we see...	Every teacher intentionally planning through the use of fresh assessment data to differentiate learning for students in each Tier and across content areas

which leads to...	Engaged students, fewer discipline issues, higher teacher/student trust, increased REACH ratings by 70%, increased number of students making growth and attainment on NWEA, more students, On Track
Budget Description	Professional development for MTSS lead teacher and MTSS Team; pay MTSS team and teachers for before and/or after school PD focused on differentiation, digital learning, etc.; modeled sample lessons of tiered lessons per content area, intervention materials, standards-aligned pre- and post-assessments across levels and content; substitutes, fees and cost of PD
Tags	Relational Trust, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2- Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) MTSS team will be created comprised of staff, content areas, administration and MTSS team provided teachers with training around strategies and next steps after providing MTSS strategies  Tags: Leadership for Continuous Improvement, MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process, ODLSS: Special Education Administrator, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>(Not started) Teacher team will meet bi-weekly with the MTSS lead for their grade level to create MTSS plans based on data and input interventions into loggers  Tags: MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>(Not started) ILT team and MTSS team will meet monthly to evaluate the process of MTSS and create action items or make necessary changes based on needs  Tags: MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>(Not started) Monitor and analyze student success through the use of Checkpoint and Gradebook weekly to ensure all students have ample opportunities for success and support  Tags: Instruction, Balanced Assessment and Grading, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>(Not started) Utilize ICEL/RIOT problem solving process to assess best response to student behavior and academics challenges  Tags: MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</li> </ul>

**Strategy 3**

If we do...	Align weekly, rigorous assessments with CCSS,analyze data to identify specific gaps and misconceptions, and provide resources and materials to close the gaps.
Then we see...	targeted instruction, timely re-teaching, collaboration with diverse learner teachers, utilizing different modes of delivery to meet all students' needs. As well as more opportunities to master skills
which leads to...	More students On Track every 5th week, i mastery of standards, increased student growth and attainment, increased RIT ranges as well as more student /teacher relational trust as well as increased attendance
Budget Description	Professional development materials, consultants, fees, and substitutes (CCSS and objective alignment, breaking down standards to understand prerequisite, as well as checkpoint assessment); after school pay for tutoring of Tier II and III students, enrichment for Tier I students
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Plan for after school tutoring and enrichment that takes into consideration the needs of all students  Tags:Leadership for Continuous Improvement, Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning</li> <li>• (Not started) Create tiered professional development for teachers around assessments  Tags:Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: PreK-3 Assessment, OSCP: Social/Emotional Support</li> <li>• (Not started) Bi-weekly grade book audit with feedback to teachers and to keep parents informed  Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, FACE2: Parent Engagement</li> <li>• (Not started) Professional Development around new Checkpoint Assessment</li> </ul>

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> <li>(Not started) Implement reteaching plans and immediate feedback to students using rubrics , goal setting , and surveys</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Implement reteaching plans and immediate feedback to students using rubrics , goal setting , and surveys</li> </ul> <p>Tags:</p>
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**Strategy 4**

If we do...	Support staff and students in creating a schoolwide vision for a culture of civic engagement
Then we see...	Students and staff building relationships through shared learning experiences; self-aware individuals who feel empowered to implement change, starting with their needs/learning
which leads to...	fewer behavior problems in Verify, more positive interactions, more time spent on teaching and learning, increased attendance, increased academic success (NWEA Growth and Attainment) for all students.
Budget Description	Hire a School Counselor or SEL Coordinator dedicated to planning, organizing, and monitoring activities that bring the civic vision to life (Student Council, Student Voice Committee, surveys, curricular planning across content)
Tags	Family & Community Engagement, CBE: SEL Integration, Equity: Resource Equity, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Behavior Support, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) Complete and analyze staff and student response surveys, identify staff to guide Student Voice Committee (year-long training provided by CPS), Student Council, and participants on SEL Team</li> </ul> <p>Tags:ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSEL: Supportive School Environment, SSCE: Inclusive decision-making, SSCE: Student Voice, Teacher Leader Development &amp; Innovation: Distributed Leadership, SSCE: Student Leadership</p> <ul style="list-style-type: none"> <li>(Not started) ILT and grade-levels teams create a yearlong calendar of community learning experiences based on content areas with tudents help to identify activities and assessment tools.</li> </ul> <p>Tags:Curriculum, Assessment: Multiple Measures to Provide Evidence of Student Learning, FACE2: Community Partnerships, Literacy: Key Practice #4-Authentic Learning Experiences, Science: Rigorous Tasks, SSCE: Informed Action: Project-</p>

	<p>based learning or Service Learning, Teacher Leader Development &amp; Innovation: Distributed Leadership, SSCE: Community Based Learning, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>(Not started) Dates set for Selection of Student Voice Committee, Student Council; meeting dates and other activities.</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment, SSCE: Community Engagement, SSCE: Student Voice, SSCE: Student Leadership</p>
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## Action Plan

### Strategy 1

Create a weekly calendar for classroom visits and one-to-one immediate feedback; weekly exploration of trends during grade-level meetings and ILT using protocols ( trends/wonderings)

Sep 14, 2020 to Jun 18, 2021 - Admin, ILT, Grade Level Teams

Create a school-wide professional development (PD) plan and calendar based on teachers personal PD plans and challenges (SEL, academic, digital, etc.) Ex: schedule peer observations throughout the year; identify PD delivery method

Sep 21, 2020 to Jun 18, 2021 - Admin ILT

### Strategy 2

MTSS team will be created comprised of staff, content areas, administration and MTSS team provided teachers with training around strategies and next steps after providing MTSS strategies

Aug 25, 2020 to Aug 31, 2020 - Admin MTSS team

Teacher team will meet bi-weekly with the MTSS lead for their grade level to create MTSS plans based on data and input interventions into loggers

Sep 21, 2020 to Jun 18, 2021 - MTSS team Teachers

ILT team and MTSS team will meet monthly to evaluate the process of MTSS and create action items or make necessary changes based on needs

Oct 01, 2020 to Jun 01, 2021 - MTSS team Admin ILT

Monitor and analyze student success through the use of Checkpoint and Gradebook weekly to ensure all students have ample opportunities for success and support

Oct 19, 2020 to Jun 14, 2021 - Admin ILT

Utilize ICEL/RIOT problem solving process to assess best response to student behavior and academics challenges

Jun 15, 2020 to Jun 15, 2021 - Admin ILT Teachers

### **Strategy 3**

Plan for after school tutoring and enrichment that takes into consideration the needs of all students

Aug 31, 2020 to Jun 18, 2021 - Admin, ILT

Create tiered professional development for teachers around assessments

Sep 14, 2020 to Jun 18, 2021 - Admin ILT

Bi-weekly grade book audit with feedback to teachers and to keep parents informed

Sep 21, 2020 to Jun 15, 2021 - Admin

Professional Development around new Checkpoint Assessment

May 18, 2020 to Jun 30, 2020 - Teachers Network Admin

Implement reteaching plans and immediate feedback to students using rubrics , goal setting , and surveys

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### **Strategy 4**

Complete and analyze staff and student response surveys, identify staff to guide Student Voice Committee (year-long training provided by CPS), Student Council, and participants on SEL Team

Jul 16, 2020 to Aug 13, 2020 - ILT, Staff, Students

ILT and grade-levels teams create a yearlong calendar of community learning experiences based on content areas with tudents help to identify activities and assessment tools.

Aug 10, 2020 to Aug 27, 2020 - ILT, Teacher Teams, Parents, Students

Dates set for Selection of Student Voice Committee, Student Council; meeting dates and other activities.

Sep 08, 2020 to Sep 25, 2020 - Student Voice Committee Chair, ILT

# 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.**

The school engages in a comprehensive needs assessment through the completion of the School Excellence Framework tool using various sources of school-specific data (5Essentials, NWEA, REACH assessments, etc.)

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

All students are eligible to participate in all school activities. Students can receive tutoring for academic needs; counseling support for social-emotional needs.

**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.**

The school implements behavior and academic strategies. The CHAMPS system is utilized by all teachers to proactively keep students focused on learning. The gradual release model of instruction is used to deliver instruction and provide practice for students. The See, Say, Name It strategy is used by the administration to provide feedback to teachers and to improve instruction. Students receive additional tutoring and SEL support complete assignments successfully.

**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).**



Students are paired with an adult for mentoring, allowed to retest after teacher re-teach, or provide tutoring (in-person or digital) morning, after-school, and Saturday tutoring. Junior Achievement visits annually. The counselor and social worker provide additional support to students suffering loss, violence, etc.

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

The school recruits student teachers certified in the content area. The administration works with the district HR department and local universities to identify highly qualified teachers. Teachers are also recruited base on recommendations from other highly regarded educators.

**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.**

Professional development is embedded throughout the school improvement plan based on each staff member's needs and the needs of students. All professional development must meet the criteria of being based on scientific research.

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

The school engages parents through the Local School Council, Parent Advisory Committee, CIWP Team. Throughout the school year the school presents various activities for parent involvement (STEM Coding Night, Family Literacy Night, Science Exploration Night), and various cultural events based on skills and knowledge that parents can help students learn.

**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.**

The school has two preschool classrooms that feed into kindergarten. Directors from neighborhood daycare centers are encouraged to visit the school and receive a packet that helps prepare children over the summer for kindergarten.

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

Teachers help design and then vote on the school's annual assessment plan. The assessment plan includes the types of assessments, when they will be administered, and how the data will be used to inform instruction.

**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 school uses a MultiTiered System of Support (MTSS). Teachers re-teach, provide extra time and avenues, and tutor students who are experiencing difficulty. Enrichment is provided to students. Students receive academic, social, and emotional support from staff.

**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.**

Resources from federal, state, and local services are integrated into the school improvement plan to maximally support students and their families (after school academic and social program).

## **ESSA Targeted Assistance Program**

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### **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.**

NCLB /PAC meets at the beginning of the year to plan a yearly calendar which is adjusted as the year progresses to meet the needs of the school,  
NCLB/PAC meets monthly and invites parents to workshops, shares, the needs of our students as well as shares tips and strategies on how parents can support students with classroom work, homework. Parents are involved in the data conversation around school and district assessments.

**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**

Title I Annual Meeting and the Title 1 PAC Organizational Meeting will be held the 2nd week in October. All of our parents are invited and encouraged to attend our monthly NCLB/PAC and Title 1 meetings. This is accomplished by sending newsletters, flyers, and phone calls to parents as well as posting flyers at the

school entrances /exit doors. The meeting dates are posted on the marquee outside of the school, school website . Our State of the School Annual Meeting will be held the 2nd week of October and another one midyear in January around the MOY NWEA data. Start an email blast of PAC communication around decisions and conversations being discussed during PAC meeting.

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

As the request come to the attention of School Administration, parents will be notified and invited to upcoming PAC meetings and inform parents that the meetings are on-going monthly.

**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.**

At the beginning (BOY) , middle ( MOY) and End of the EOY testing window, once the data has been compiled and reviewed, each homeroom teacher will send home a progress report for each student. This is an opportunity for goal setting with families to support academic growth and attainment. This progress report will identify students' Math, Language Arts and Reading progress for that current school year as well as identify academic goal for the upcoming year based on his/her performance. This information will be shared again at the first and third quarter report card pick-up sessions.

**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.**

When a student has been assigned to or taught by a teacher that is not "highly qualified" the student will be given a letter to take home to his/her parent as well as a letter will be mailed home. Fortunately enough, Carroll Rosenwald 's administration works with HR during the vetting process to ensure that the hiring of a teacher that is not "highly qualified" is not a common occurrence.

**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.**

Annually the State of the School (SOS) addresses are held at the beginning of the year in September or October and after Middle of the Year assessments in January . The SOS will allow parents to participate in descriptive conversation around individual , and school assessments /data.

**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.**

At the first and third quarter report card pick-up, a staff person is available to instruct parents how to access Parent Portal to monitor student grades. During PAC meetings, parents will be invited out to attend Parent University to learn about programs such as IXL, Accelerated Reader , Kahn Academy Google

Classroom and the school website to support students at home. During Literacy , Technology, and Math night teachers provide resources and collaborate with parents around tools to be used at home to aide students at home and school. The Google Classroom will be a consistent place where parents and students can go to receive videos of missed lessons if they are absent or a school closure. Parents and students can also use Google Classroom as a tool to look at taped video lessons for review or extra support.

**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.**

At the beginning of the school year, included in Principal-Directed Professional Development, the Principal will share with the staff the importance of collaborating with parents and strategies to do so. There will be a review of how to navigate our school-wide tools such as Class DOJO, Remind, Google Classroom, and Google Meets. Teachers are asked to send home weekly or monthly newsletters, keep information updated on school website, as well as create parent contact forms and student/parent contracts. Teachers will also use contact collaboration logs to keep a track of ongoing conversations 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.**

Pre-K parents volunteer on a monthly basis in classroom activities, field trips , assemblies and workshops.

**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.**

Newsletters are sent home with students monthly . Information related to school and parent programs is given to parents multiple ways. Flyers are posted at the entrance/exits of the building . Flyers are given to students to take home. The information is sent by phone calls and on school website. Teachers also do weekly, bi-weekly or monthly newsletters to inform parents of school and parent programs, meetings and other activities. Activities will also be posted on the school and teacher's Google Classroom.

### 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.)**

Carroll -Rosenwald will prepare students for the 21st century by engaging all learners and meaningful experiences that will prepare them for college and careers. Carroll- Rosenwald will create opportunities for high level technology engagement for parents and students. Carroll Rosenwald demands and expects the best from their students . We will provide a challenging and creative learning environment which will empower them to become responsible for their own participation in learning. We can promote an attitude of pride and responsibility with positive support from parents and community. A positive self image with genuine respect for each other will ensure atmosphere of success for all students at Carroll-Rosenwald School. We will collaborate through partnerships with families, businesses, and communities in an effort to prepare students to be self-directed and life-long learners.

**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 are held at the 10th & 30 week of school. Parents are invited to meet their child's teacher to discuss assessments results and grades. Parents will have opportunities to help with goal setting along with sign parent contracts around academic, social, and behavior expectations. We also have a yearly open -house in October. Parents receive data reports and strategies on how to better assist their children at home along with Google Classroom daily or weekly updates. During open house parents will have a clear understanding on the curriculum the school will be using along with supplemental programs for support.

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

Parent teacher conferences are held at the 10th & 30 week of school. Parents are invited to meet their child's teacher to discuss assessments results and grades. Parents will become partners with goal setting with teachers and students. We also have a yearly open -house in October. Parents receive data reports and strategies on how to better assist their children at home. Parent teacher conferences are held at the 10th & 30 week of school. Parents are invited to meet their child's teacher to discuss assessments results and grades. We also have a yearly open -house in October. Parents receive data reports and strategies on how to better assist their children at home. Parents will be also given Google Classroom notifications daily or weekly along with access to the website for additional resources to support students. Parents will also be able to join teachers on Google Meets , email, or other APPS such as remind and Class Dojo to get updates on student's progress.

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

Parents are encouraged to make appointments with their child's teacher in order to meet with them at a mutually convenient time. However, parents may consult with teachers during scheduled prep times any day of week before and after school. Parents have access to parents at open house, literacy, math, technology, family night as well as Hispanic and African American History showcase. Parents also can request Google Meetings along with make appointments through class Remind and Class Dojo App with teachers.

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

Parents must complete the CPS volunteer process. Parents receive a parent brochure which outlines important information regarding the volunteering process. . We encourage parents to visit [cpsvolunteers.org](http://cpsvolunteers.org) to submit an online application to Volunteer Programs. Parents are welcome to volunteer on field trips, annual Dr. Seuss event, end of the year carnival. Parents also can volunteer for our family nights along with our annual parades for Cancer and Anti-Bullying.

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

Frequent communication with parents through school-wide Google Classroom , school website, Class DoJO, Remind, email, and phone calls. Teacher sends home weekly assignment newsletters and or assignment notebooks. Parents can assist in their child's learning by ensuring all homework is completed daily and collaborating during scheduled meetings about students academic growth and needs. Parents can monitor Grade book to ensure their child is on track for grades and attendance. Google Classroom will be used to send parents weekly or daily notifications about the student's progress and learning through videos with review materials of lessons.

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

Parents will have opportunities during open house, report card pick-up and the various Parent University Meetings, PAC and LSC meetings to give feedback on instruction, culture, and academic achievement of their students. Parents will have opportunities to fill out surveys, schedule meetings with teachers as well as reach out via DOJO, Remind email, or phone calls. Parents can also use opportunities on Google Classroom to create a message to the teacher around around learning. Parents have participated in the CIWP.

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

Students will fill out surveys about attendance and behavior incentives as well as safety plans for the school. The students will be allowed to opportunities to join various committees .Students will be allowed to use their voice around the Student Rights Handbook. They are empowered to have collaborative conversations with teachers around academics and behavior success. Students are encourage share their thoughts about classroom procedures and rules. We are going to start a Student -Council in the Fall as well as some mentoring clubs for boys and girls.

**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.**

Improve Internet Safety. Provide parents with ways to monitor and keep students safe when they engage in extended online learning activities. Each month our committee will provide a guest speaker to present information to our parents in the areas of health and nutrition, financial assistance programs, homework help, testing preparation, parenting classes, extended education, Parents will also have attendance updates and strategies for attendance as well as SEL activities as well as technology navigation . The committee will offer educational Apps and websites. . Well Being programs and additional information in regards to our school and how it impacts their student (s).

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$300.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00
<b>54125</b>	<b>Consultants</b> 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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$450.00
<b>54205</b>	<b>Travel</b> 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.	\$1320.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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