

# Carrie Jacobs Bond Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Valesta Cobbs	Principal	vcobbs@cps.edu	Has access
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Jacquelyn Ward	Teacher	jward3@cps.edu	No Access
Lauren McCue	Teacher	lamccue@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
01/31/2020	Saraha Alexander, Vinetta Aris, Valesta Cobbs, Willie Cousins, Tijuana Gipson, Dawn Kelly, and Janet Kwilosz	CIWP School Effectiveness Framework Self Assessment
02/18/2020	Saraha Alexander, Jacquelyn Ward, Gail Blow, Vinetta Aris, Willie Cousins, Janet Kwilosz, Tijuana Gipson, Dawn Kelly, and Karen Austin	CIWP Framework Priorities and Goals
02/25/2020	Valesta Cobbs, Saraha Alexander, Jacquelyn Ward, Tijuana Gipson, Dawn Kelly, Willie Cousins, and Vinetta Aris	CIWP Framework Priorities and Goals
05/08/2020	Valesta Cobbs, Saraha Alexander, Vinetta Aris, Willie Cousins, Tijuana Gipson, Dawn Kelly, Janet Kwilosz, and Lauren McCue	CIWP Strategies

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
05/01/2020	Valesta Cobbs, Vinetta Aris, Willie Cousins, Tijuana Gipson, Dawn Kelly, Vinetta Aris, Jacquelyn Ward	CIWP Strategies
04/01/2020	Valesta Cobbs, Saraha Alexander, Willie Cousins, Tijuana Gipson, Dawn Kelly, Janet Kwilosz, Jacquelyn Ward, Lauren McCue	CIWP Framework Priorities and Goals
03/10/2020	Valesta Cobbs, Saraha Alexander, Tijuana Gipson, Vinetta Aris, Dawn Kelly, and Jacquelyn Ward	CIWP Framework Priorities and Goals
06/02/2020	Valesta Cobbs, Tia Turner, Willie Cousins, Lauren McCue, Dawn Kelly, Saraha Alexander, Willis Niederfrank, Jacquelyn Ward, Abbie Kolber, and Vinetta Aris	CIWP Revisions
05/18/2020	Valesta Cobbs, Saraha Alexander, Jacquelyn Ward, Janet Kwilosz, Dawn Kelly, Tijuana Gipson, and Jerrisina Turman-McElroy	Parent and Family Plan
05/15/2020	Valesta Cobbs, Saraha Alexander, Vinetta Aris, Dawn Kelly, Jacquelyn Ward, Lauren McCue, Tijuana Gipson, Willie Cousins, and Jerrisina Turman-McElroy	Fund Compliance
04/02/2020	Valesta Cobbs, Saraha Alexander, Janet Kwilosz, Vinetta Aris, Lauren McCue, Jacquelyn Ward, and Dawn Kelly	CIWP Framework Priorities and Goals
04/03/2020	Valesta Cobbs, Saraha Alexander, Jacquelyn Ward, Janet Kwilosz, Dawn Kelly, Tijuana Gipson, Vinetta Aris, and Willie Cousins	CIWP Framework Priorities and Goals
04/16/2020	Valesta Cobbs, Saraha Alexander, Lauren McCue, Dawn Kelly, Tijuana Gipson, and Vinetta Aris	CIWP Framework Priorities and Goals

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make “safe practice” an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 2 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
  - 2 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)
  - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 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
  - 2 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 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:**
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership

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

- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 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)
- 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)

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

## Quality and Character of School Life

- 2 - 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)
  - 2 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
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 1 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:**
- 2 - Physical and Emotional Safety
  - 2 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)
  - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 2 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:**
- 1 - Supportive and Equitable Approaches to Discipline

- 1 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 1 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 1 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)
- 1 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:**
- 2 - Family & Community Engagement
  - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 2 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
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
1	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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	Supportive and equitable approaches to discipline
Root Cause 1	Schoolwide expectations and norms are not effectively established, communicated, modeled, practiced, implemented, monitored, recognized, and valued.
Area of Critical Need 2	Culturally Relevant and Accessible Curriculum
Root Cause 2	Teachers meet students at their instructional level (not grade level) and continue to instruct students below grade level. Differentiation and scaffolding are not implemented with fidelity. Students are not been provided and/or exposed to culturally relevant materials.
Area of Critical Need 3	Improve MTSS
Root Cause 3	Lack of fully functioning MTSS team and supports to monitor student interventions, progress, and achievement.
Area of Critical Need 4	Balanced Assessment and Grading



Root Cause 4	Formal and informal assessment data is not effectively utilized to inform teaching and learning and differentiate instruction.
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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
Vision: Attendance Rate  We chose this metric because if students and staff feel safe, supported, and empowered they will be motivated to come to school and it will be reflected in the school wide attendance rate.	African American		93.50	94.20
Vision: NWEA Attainment G2-8 (Reading)  We chose this metric because if we engage students with literature that culturally speaks to them, student engagement, motivation, and overall comprehension will increase.	African American		39.80	40.34
Vision: NWEA Growth G3-8 (Math)  We chose this metric because if we implement targeted interventions with fidelity, differentiate and scaffold classroom instruction, and frequently monitor students progress then will see an increase in student growth.	African American		49.70	51.66
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  We chose this metric because if we provide grade level instruction and standardized curriculum based assessments then students will meet or exceed individual NWEA growth projections.	African American			
(Blank)				

## Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (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...	If we create and implement a school-wide understanding of structures and systems of MTSS around academics and behavior, in addition to implementing a school-wide behavior management system that fosters a culture and climate of high expectations for teaching, learning, and behavior
Then we see...	We will be able to identify and monitor students for appropriate tiers of intervention and align students to high quality, grade level appropriate Tier 1 instruction
which leads to...	Which will lead to fully implemented standardized systems and structures to support at risk students as measured by a score of 3 on the Self-Assessment of Multi-Tiered Systems of Support (SAM).
Budget Description	Funds for after school Professional Development, funds for substitute coverage, and funds for a School Culture Coordinator (Dean).
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <li>(Not started) Provide training for classroom teachers to monitor student interventions, progress, and achievement</li> </ul> <p>Tags: MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> <li>(Not started) Identify and hire a School Culture Coordinator</li> </ul> <p>Tags: Talent</p>

	<ul style="list-style-type: none"> <li>• (Not started) The MTSS team will convene, review, and discuss the MTSS assessment at the end of semester 1 of the 2020-2021 school year and plan for continued implementation</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) The MTSS team will distribute and collect the MTSS Self-Assessment and use the data to plan for the implementation of MTSS at the beginning of the school year.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) The MTSS team will develop a professional development calendar to provide training.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers will engage in MTSS training quarterly to increase their knowledge, understanding, and ability to effectively implement tiered support to students.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) General education and special education teachers will collaborate during one grade level teacher team meeting each month and discuss and plan interventions for students who are not meeting benchmarks.</li> </ul> <p>Tags:MTSS: Progress Monitoring</p>
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**Strategy 2**

If we do...	If we build teacher capacity by providing professional learning for teachers around the Framework for Teaching, unpacking Common Core State Standards, and utilizing instructional strategies and resources with fidelity
Then we see...	the improvement in the quality of instruction provided to our students and supportive classrooms that enable students to access differentiated instruction
which leads to...	an increase in the percent of 2nd-8th grade general education students attaining grade level norms and an increase in the percent of diverse learners attaining grade level norms by SY22.
Budget Description	
Tags	OSEL: Supportive Classroom Environment, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Teachers will engage in professional development around the Framework for Teaching. Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Administration will determine the professional development schedule to provide teachers with training around the Framework for Teaching. Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Teachers will engage in professional development around unpacking the Common Core State Standards for planning units and lessons. Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Administration will monitor the implementation and utilization of the available resources for planning and facilitating Common Core State Standards aligned instruction through lesson plans, lesson plan feedback, and the Principal Coaching Tool. Tags:Curriculum</li> <li>• (Not started) Teachers will engage in professional conversations during grade level team meetings to collaborate around planning with using Common Core State Standards units and lessons to improve the quality of instruction. Tags:Curriculum</li> <li>• (Not started) Administration will use the Principal Coaching Tool to monitor teacher practice. Tags:Teacher Leader Development &amp; Innovation: New Teachers</li> <li>• (Not started) Teachers will engage in professional development regarding how to effectively use the available resources with fidelity (i.e. Knowledge Center, Pearson Realize, Go Math, Raz Kids, Science A-Z, Common Core State Standards, Assistive Technology, Unique Learning Systems and Framework for Teaching), implement the use of these resources, and demonstrate implementation through lesson plans and classroom observations. Tags:Curriculum</li> </ul>
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**Strategy 3**

<p>If we do...</p>	<p>If we deliver professional learning to all teachers on analyzing student assessments to drive personalized instruction, conduct quarterly results meetings during GLT to analyze students work samples and assessment results</p>
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Then we see...	Then we will see teachers focusing on planning for targeted instruction to meet the individual needs of learners
which leads to...	an increase in the percent of 2nd-8th grade general education students attaining grade level norms and an increase in the percent of diverse learners attaining grade level norms by SY22.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, 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
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Administration will create a GLT assessment calendar. Tags:Assessment: Balanced Assessment and Grading</li> <li>• (Not started) Grade Level Teams will utilize an assessment analysis protocol to analyze student assessments. Tags:Assessment: Checkpoint Student Assessment System</li> <li>• (Not started) Teachers will share and discuss student assessment results during grade level team meetings every four weeks. Tags:Assessment: Balanced Assessment and Grading</li> <li>• (Not started) Teachers will engage in professional learning pertaining to analyzing and interpreting student formative and summative assessment data and how to use the data to reteach and/or plan units and lessons. Tags:Assessment: Balanced Assessment and Grading</li> <li>• (Not started) Administrators and teachers will implement a professional learning community for teachers to collaborate around planning for individualized instruction and creating quality assessments. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> </ul>

# Action Plan

## Strategy 1

Provide training for classroom teachers to monitor student interventions, progress, and achievement

Sep 08, 2020 to Jun 01, 2022 - Principal

Identify and hire a School Culture Coordinator

Jul 01, 2020 to Oct 01, 2020 - Principal

The MTSS team will convene, review, and discuss the MTSS assessment at the end of semester 1 of the 2020-2021 school year and plan for continued implementation

Feb 01, 2021 to Feb 26, 2021 - MTSS Team

The MTSS team will distribute and collect the MTSS Self-Assessment and use the data to plan for the implementation of MTSS at the beginning of the school year.

Sep 03, 2019 to Sep 30, 2019 - MTSS Team

The MTSS team will develop a professional development calendar to provide training.

Aug 24, 2020 to Sep 11, 2020 - MTSS Team

Teachers will engage in MTSS training quarterly to increase their knowledge, understanding, and ability to effectively implement tiered support to students.

Aug 24, 2020 to Jun 30, 2022 - Teachers

General education and special education teachers will collaborate during one grade level teacher team meeting each month and discuss and plan interventions for students who are not meeting benchmarks.

Sep 14, 2020 to Jun 30, 2022 - Teachers

## **Strategy 2**

Teachers will engage in professional development around the Framework for Teaching.

- Principal, Assistant Principal, Framework Specialist

Administration will determine the professional development schedule to provide teachers with training around the Framework for Teaching.

Jun 15, 2020 to Jul 13, 2020 - Principal and Assistant Principal

Teachers will engage in professional development around unpacking the Common Core State Standards for planning units and lessons.

Aug 24, 2020 to Sep 11, 2020 - Teachers

Administration will monitor the implementation and utilization of the available resources for planning and facilitating Common Core State Standards aligned instruction through lesson plans, lesson plan feedback, and the Principal Coaching Tool.

Sep 14, 2020 to Jun 17, 2022 - Principal and Assistant Principal

Teachers will engage in professional conversations during grade level team meetings to collaborate around planning with using Common Core State Standards units and lessons to improve the quality of instruction.

Aug 24, 2020 to Jun 17, 2022 - Principal, Assistant Principal, and Teachers

Administration will use the Principal Coaching Tool to monitor teacher practice.

Sep 07, 2020 to Jun 17, 2022 - Principal and Assistant Principal

Teachers will engage in professional development regarding how to effectively use the available resources with fidelity (i.e. Knowledge Center, Pearson Realize, Go Math, Raz Kids, Science A-Z, Common Core State Standards, Assistive Technology, Unique Learning Systems and Framework for Teaching), implement the use of these resources, and demonstrate implementation through lesson plans and classroom observations.

Aug 24, 2020 to Jun 01, 2022 - Principal, Assistant Principal, and Teachers

### **Strategy 3**

Administration will create a GLT assessment calendar.

Aug 24, 2020 to Sep 25, 2020 - Principal, Assistant Principal, and Instructional Leadership Team Members

Grade Level Teams will utilize an assessment analysis protocol to analyze student assessments.

Oct 19, 2020 to Jun 01, 2022 - Principal, Assistant Principal, and Teachers

Teachers will share and discuss student assessment results during grade level team meetings every four weeks.

Sep 14, 2020 to Jun 10, 2022 - Teachers

Teachers will engage in professional learning pertaining to analyzing and interpreting student formative and summative assessment data and how to use the data to reteach and/or plan units and lessons.

Aug 24, 2020 to Sep 18, 2020 - Teachers

Administrators and teachers will implement a professional learning community for teachers to collaborate around planning for individualized instruction and creating quality assessments.

Aug 24, 2020 to Sep 11, 2020 - Principal, Assistant Principal, and Teachers

## **Fund Compliance**

## ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

## ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

The Instructional Leadership Team which includes administrators and teacher and staff representatives of the Pre-Kindergarten, primary, intermediate, middle school, and special education departments will conduct a comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards on or before Wednesday, September 23, 2020.

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

Bond School teachers, staff, and administration will implement schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards.

**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.**

Bond School teachers, staff, and administration will implement 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, help provide an enriched and accelerated curriculum, which may include programs, and activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

**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).**

Bond School teachers, school counselor, and administration will implement school-wide reform strategies such as mentoring, counseling, college career awareness and personal finance education 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 school-wide plan.

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

Administrators and members of the Instructional Leadership Team will attend the Chicago Public Schools Career Fairs and recruit high-quality, highly qualified teachers. Administrators will use the Taleo platform to assist with attracting high-quality, highly qualified teachers. The interviewing team will include teachers, paraprofessionals, parents and students. The interviewing team will use the STAR (Situation, Task, Actions, and Results) format. Teacher candidates will teach a sample lesson to demonstrate their competencies. The interviewing team will check the references of all teacher candidates prior to hiring teachers.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

Bond School teachers, paraprofessionals, and staff will engage in high-quality and ongoing professional development (i.e the Framework for Teaching, Education Support and Paraprofessional and School Related Personnel Employee self-assessment, unpacking Common Core State Standards, Multi-Tiered System of Supports, Social and Emotional Learning, and analyzing and interpreting student assessment data) based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to ensure students meet standards.

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

Bond School administration, teachers, and staff will implement strategies to increase parental involvement such as Open House, Meet and Greets (e.g. Meet the Teachers and Staff, Meet the Counselor, and Meet the Clinicians), Pre-Kindergarten Parent Meetings, Parent and Family Game Night, Family Literacy Day, Family Mathematics Day, Family Science Day, Family Fitness Day, African American History Assembly, Winter Assembly, Spelling Bee, quarterly Student Recognition and Awards Assembly, and other parent involvement activities.

**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.**

Bond School administration and teachers will develop and implement plans such as Kindergarten classroom visits, model and practice schoolwide procedures and transitions, Pre-Kindergarten and Kindergarten school projects and field trips and other Pre-Kindergarten and Kindergarten shared activities 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.

**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.**

Throughout the 2020-2021 and 2021-2022 school years, teachers, staff, and administration will engage in Teacher and Staff Team Meetings, Instructional Leadership Team Meetings, Professional Problems Leadership Committee Meetings, and collaborative conversations regarding the selection and use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

**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.**

Throughout the 2020-2021 and 2021-2022 school years, teachers, staff, and administration will provide students with Tier 2, and Tier 3 Multi-Tiered System of Supports activities (e.g. tutoring before and after school, peer buddies, and Saturday Academic Enrichment Program) 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. Additionally, Tier 2 and Tier 3 Social Emotional Learning supports will be provided to students as deemed appropriate.

**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.**

Throughout the 2020-2021 and 2021-2022 school years, teachers, staff, and administration will coordinate and integrate 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 utilizing resources provided by Chicago Public Schools, federal, state, and city government, and other agencies.

## 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.**

Bond School administrators will ensure parent involvement 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 by having monthly meetings, sending out letters and flyers, posting information on the Bond School website, and conducting surveys to solicit input from parents. The NCLB Title I Parent Advisory Council (PAC) Chairperson and PAC members will host monthly ESSA, Title I PAC Meetings to gain input in the parent involvement plan. The Chairperson and PAC members will also meet with the principal to inform her of any suggestions for revisions to the plan.

**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**

Bond School will hold an annual meeting at a time convenient to parents and families on or before Wednesday, September 16, 2020 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. Bond School will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. The projected date of the Title 1 Annual Meeting is September 16, 2020 and the projected date of the Title I PAC Organizational Meeting is October 14, 2020.

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

Bond School administrators, teachers, and staff in collaboration with the Local School Council will host quarterly meeting for parents to make suggestions and actively participate, as appropriate, in decisions about the education of their childre. Parents will be able to review and discuss their child's attendance, academic, and assessment data as well as Bond School's overall performance data. Parents will also be provided with information pertaining to the curriculum and instruction at each Parent Advisory Council Meeting.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

Bond School teachers will distribute to the parents of third through eighth graders their child's previous year's Illinois Assessment of Readiness report and Northwest Evaluation Association Measures of Academic Progress assessment results on or before September 30, 2020. Within 60 days following the closing of each state assessment window during the 2020-2021 school year and 2021-2022 school year,

parents will receive a report of their child's performance on the State assessment in at least math, language arts, and reading.

**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.**

The principal of Bond School or her designee will mail letters of notification to parents' address of record 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.

**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.**

Bond School administrators and teachers will facilitate three parent meetings each school year to 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.

**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.**

The Bond School Technology Teacher, teachers, and administrators will provide information, resources, materials and training quarterly, 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 increase parental involvement.

**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.**

During each of the School Improvement Days, a sufficient amount of time will be used to 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.

**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.**

The Bond School administrators and appropriate teachers 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.

**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.**

Bond School administrators and teachers 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. Administrators and teachers will communicate information to parents in both English, Spanish, and other languages as deemed appropriate. Newsletters, school calendars, and flyers will be sent home of parents in both English, Spanish and other language as needed. An interpreter will be available upon three (3) days advanced notification to interpret and support the Spanish speaking parents who attend Parent Advisory Council Meetings.

### Policy Implementation Activities

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

**In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

**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.)**

Bond School administrators, teachers, and staff will provide every student with a 21st century rigorous and relevant education in a positive, safe, and nurturing learning environment which prepares each for success in high school, college or post-secondary academic endeavors, and careers.

**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 scheduled at least three (3) days in advance upon written request will be held each school day before and after school. Teachers will be available for conferences during preparation periods upon written request with two (2) days advanced notification from parents. Teachers will also

hold parent conferences during Open House and on both Parent-Teacher Conference (Report Card Pick-up) days.

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

Reports to parents will be provided every five weeks. Parents will receive student progress reports shortly after the 5th, 15th, 25th, and 35th weeks of school. Parents will receive report cards shortly after the 10th, 20th, 30th, and 40th weeks of school. Parents will also be able to view their children's progress each week by computer using the Chicago Public Schools Parent Portal. Additionally, parents will receive copies of their child's Behavior, Attendance, and Grades Snapshot four times each school year. The Bond School website will be regularly updated and information pertaining to the availability of student progress reports will be included.

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

Administrators will have regular office hours three days each week for one hour each of the three days. Staff will also be available for consultations with parents during the school day by appointment. An appointment must be scheduled 48 hours in advance by emailing, telephone or using the Bond School website to communicate.

**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.**

Bond School will establish a protocol with teachers regarding parent/guardian volunteers. Parent/guardian volunteers and family members 18 years of age and older must participate in an orientation prior to volunteering in the classroom to understand and implement appropriate Bond School expectations, guidelines, and protocols. Parents/guardians will be given a button or badge prior to volunteering. Parents/guardians and family members may volunteer in classrooms on any school day throughout the school year upon receiving approval by the Chicago Public Schools to volunteer in the classroom and participating in the orientation. Parent volunteer duties may include chaperoning field trips, observing classroom activities, making copies for teachers and assisting with small group activities. A link to the Volunteer Application will be available on the Carrie Jacobs Bond Elementary School website.

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

Parents will assist learning by helping their children with homework, writing notes and sending them to the teacher when their children are absent from school, participating in Bond School family literacy, curriculum, and mathematics events, and assisting their children with extra credit homework assignments. Bond School administrators, teachers, and staff will ensure that parents have access to Parent Portal and utilize it with fidelity. Parents will be invited to attend and participate in Google Classroom trainings, parent workshops at Bond School and virtual learning workshops to support their children's learning.

**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 participate in decisions relating to the education of their children by corresponding and collaborating with their children's teacher to determine the best way to address their children's educational needs during three quarterly meetings held after each quarter of the school year. Also, parents

will be able to participate in decisions relating to the education of their children upon parent request and during Open House, Parent-Teacher Conferences, and/or by email, phone, or virtual meetings.

**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).**

The students will assure academic achievement (i.e. good attendance, positive attitude, and class preparation) by coming to school each day prepared to learn. They will show respect and demonstrate consideration for others by speaking kindly to individuals, valuing the opinions of others, obeying the rules and guidelines of the Chicago Public Schools and Bond Elementary School, and actively participating in Social Emotional Learning and Multi-tiered System of Supports learning activities and events. Two students in each classroom in grades 3-8 will participate in the Bond School Student Voice Committee with administration, teachers, and staff to assist with school decision-making regarding the management of student behavior, CHAMPS, school-wide protocols and procedures, and other school related matters.

### 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.**

Bond School will host and sponsor parent workshops in order to increase parental involvement in the school. Most workshops hosted or sponsored by Bond School during the school year will take place in the morning or evening so that the majority of parents will have a chance to participate. In the beginning of the school year, Bond School will provide parents with a list of workshop topics and ask them to choose four topics from the list or list topics that are not indicated as one or more of their choices. Bond School will translate the school events into Spanish and other languages as deemed appropriate. Additionally, Bond School will inform parents about the importance of collaboration with teachers, staff, and other school stakeholders.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<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
53405	<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.	\$1403.00

<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.	\$467.00
<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.	\$0.00
<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.	\$0.00
<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 from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<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