

Charles W Earle Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
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Angela Flores	4th/5th Grade Teacher and ILT Member	alflores13@cps.edu	Has access
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Tshenna Finley	DL Resource Teacher, Case Manager, and ILT Member	tfinley4@cps.edu	Has access
Myra Abbott	6th-8th ELA Teacher and ILT Member	mabbott1@cps.edu	Has access

Name	Role	Email	Access
Joseph Ocol	6th-8th Math Teacher and ILT Member	jmocol@cps.edu	Has access
Lawrence Bryant	P.E. Teacher and ILT Member	LBryant13@cps.edu	Has access
Joyce Harduvel	School Social Worker and ILT Member	JHarduvel@cps.edu	Has access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** ILT and Teacher Team agendas
- 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
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** ILT representatives lead their respective grade-band in 5-week cycles of standard-based instruction (gradual release responsibility) and learning (reviewing student work samples and data) using a problem -solving protocol.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:** Adopted the following curriculum and engaged staff in associated ongoing professional development: ELA-Wonders (KG-5th) and Perspective (6th-8th); Math-Envision (KG-5th) and Go Math (6th-8th); Amplify Science (KG-8th); Social Science-Embedded in ELA (KG-5th) and TCI (6th-8th)
- 4 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** All students are expected to excel academically to reach their potentials via the use of researched-based effective tiered instructional supports.

Webb's-DOK is used to ensure that teachers provide students with opportunities to engage in cognitively challenging instructional tasks.

- 4 - 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
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** ILT representatives lead their respective grade-bands (PreK, KG-1st, 2nd-3rd, 4th-5th, 6th-8th, and specials teachers) in 5-week cycles of standard-based instruction using student work samples and data from weekly quizzes and 5th-week exams to inform instructional planning.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 3 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:** The MTSS process is utilized to provide for the diverse social-emotional and cognitive developmental learning needs of all students.
- 4 - Transitions, College & Career Access, & Persistence

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

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We are currently implementing Second-Step school-wide to address the social-emotional developmental needs of the students by providing them with tiered supports. Additionally, we have established a PLC centered around Conscious Discipline that includes monthly book study sessions and implementation of practices based on need and preference.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** The 6th-8th grade Social Science teacher is participating in ongoing professional development sessions centered around facilitating an active Student Voice committee.
- 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)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** We have established PBIS (Positive Behavioral Interventions with Supports) school-wide behavioral expectations centered around being respectful, responsible, and safe. Additionally, we have provided all teachers with training on implementing CHAMPS (Communication, asking for Help, Activities, Movement, Participating and Success) to support classroom management within classrooms,
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** School-wide professional development was facilitated by members of the Culture and Climate team utilizing the Second-Step SEL curriculum and monthly PLC sessions are engaged in using Conscious Discipline practices. We utilized trauma sensitive, trauma informed, and restorative justice practices to address the social-emotional developmental needs of our students. Additionally, we have the support of our school counselor, school social worker, and the added support of the social worker from our community partner, Children, Homes and Aids.
- 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
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parent mentoring program where parents can receive \$1,000 stipend. Parent room and parent university center where computers and printers are available for parents. Parent workshops are provided to parents. AARP is available for parents to serve on relative to providing students with academic support. Community walk to canvass the community for recruitment. Annual neighborhood picnic that staff members participate in. STEM FEST at NIU along with the Chicago Football Classic for parent and community members to provide students with College and Career awareness opportunities. Have established partnership with the following community programs: SWISH's Books Before Basketball, AARP (academic tutoring program), TEAMwork Englewood (Coding and Male and Female Mentoring Programs) Summer School Step-up to 1st Grade. Renaissance Accelerated Reading program solicited by LSC/PAC

representative, Capital Improvement award of 17 million dollars. Representation at CPS Early Childhood community meeting program. Chairperson of CAC (Englewood Community Action Council that serve as advisory). Served on the steering committee for the New Englewood STEM High School.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	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	Literacy attainment among Gen. Ed. scholars
Root Cause 1	Planning and Presentation of Lessons
Area of Critical Need 2	Mathematics attainment among Gen. Ed. scholars
Root Cause 2	Planning and Presentation of Lessons
Area of Critical Need 3	Literacy and mathematics attainment among students with IEPs
Root Cause 3	Planning and Presentation of Lessons
Area of Critical Need 4	Science achievement (Illinois Science Assessment proficiency is low among 5th and 8th grade)
Root Cause 4	Planning and Presentation of Lessons
Area of Critical Need 5	Student attendance rate (SQRP rating is consistently low)
Root Cause 5	Planning and Presentation of Lessons

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math)	Overall		56.00	66.00
The national school attainment percentile rate will continue to increase as 2nd grade students will increasingly meet the national attainment level in math due to the differentiation in instruction through tiered (I,II, and III) practices utilizing a transdisciplinary (ELA, Math, Science, and Social Science) approach so as to increase the students' level of cognitive engagement				
Vision: NWEA Attainment G2 (Reading)	Overall		63.00	65.00
The national school attainment percentile rate will continue to increase as 2nd grade students will increasingly meet the national attainment level in ELA due to the differentiation in instruction through tiered				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
(I,II, and III) practices utilizing a transdisciplinary (ELA, Math, Science, and Social Science) approach so as to increase the students' level of cognitive engagement.				
Vision: NWEA Attainment G2-8 (Math)	Overall		65.00	70.00
The national school attainment percentile rate will continue to increase as students will increasing meet the national attainment level in Math due to the differentiation in instruction through tiered (I,II, and III) practices utilizing a trans-disciplinary (ELA, Math, Science, and Social Science) approach so as to increase the students' level of cognitive engagement.	Students with IEPs		65.00	66.00
Vision: NWEA Attainment G2-8 (Reading)	Overall		58.00	60.00
The national school attainment percentile rate will continue to increase as students will increasing meet the national attainment level in ELA due to the differentiation in instruction through tiered (I,II, and III) practices utilizing a trans-disciplinary (ELA, Math, Science, and Social Science) approach so as to increase the students' level of cognitive engagement.	Students with IEPs		34.00	36.00
Vision: Attendance Rate	Overall		94.50	95.00
The average Daily Attendance Rate of students will continue to increase as students will engage in academic activities that are connected to the real-world.	Students with IEPs		94.50	95.00

Required metrics (Elementary) (133% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey The My Voice, My School 5 Essential survey rating will continue to increase in alignment with improvements in the ratings in School Leadership, Involved Families, Ambitious Instruction, Supportive Environment, and Collaborative Teachers.</p>			5.00	5.00	5.00

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 deliver grade-level standard-based instruction with cognitively demanding tasks using the the gradual release of responsibility process within small group based on academic needs (differentiated)
Then we see...	then all students will become independent critical thinkers and master grade level core content knowledge and skills
which leads to...	as demonstrated through an increase in the growth and attainment rates in ELA and Math as reflected by the NWEA assessment.
Budget Description	Teachers will engage in professional development sessions in the summer as well as throughout the school year with a focus on preparation (unit and lesson plans) and the delivery of instruction (gradual release of responsibility, and differentiated instruction in the context of small groups).
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Science: Rigorous Tasks, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Monitor teacher plans weekly and provide feedback (using a rubric) to ensure purposeful lessons in alignment with the Common Core State Standards

	<p>and Next Generation of Science Standards according to the district's Scope and Sequence.</p> <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Analyze student work using a protocol for higher-order thinking skills in grade-band meeting using Webbs DOK and the TAGS Matrix. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Differentiation of instruction according the identified academic needs of students as reflected by formative assessment data so as to plan for targeted explicit instruction as reflected by scheduled small group instruction during ELA and Math. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Incorporate Kagan cooperative learning structures to increase the level of student intellectual engagement as reflected by a 70% student-talk to 30% teacher talk ratio. <p>Tags:Instruction, STE(A)M Schools: Instructional Approach (SSS4)</p> <ul style="list-style-type: none"> • (Not started) We will provide staff with e-learning and remote learning professional development opportunities. <p>Tags:</p>
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Strategy 2

If we do...	If we measure student achievement effectively through using data driven instruction cycles (Winter and Spring NWEA, Quarterly Interims, along with 5th week, and weekly assessments)
Then we see...	teachers will be able to identify and support low and high performing students to provide small group instruction,
which leads to...	an increase in student attainment in ELA and Math as reflected by the 2020-2021 NWEA assessment
Budget Description	Teachers will be provided support from Teacher Leaders on the ILT along with the Network 11 ISL and the STEM Instructional Specialists to utilize formative and summative assessment data to inform instructional decisions to improve students academic achievement.
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support

	Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment
Action steps	<ul style="list-style-type: none"> • (Not started) Develop and implement assessment plan for formative and interim assessments Tags: • (Not started) Teachers analyze assessment data and develop re-teach plans and monitor progress of students Tags: • (Not started) The Instructional Leadership Team and Teacher Teams by grade-band will examine formative assessment data (Compass Learning quarterly interims) to determine the body of knowledge, the understandings and the skills teachers are expected to teach and students are expected to learn. Tags: • (Not started) Teachers will utilized a blended learning approach integrating technology assisted instruction (completing 3 activities per week from growth and attainment Compass Learning folders per week) in reading and math. Tags: • (Not started) Admin will meet with teachers to reflect on data and develop reteach plans Tags: • (Not started) Admin observes teachers? implementation of re-teach strategies during Pop-ins and REACH observations Tags:

Strategy 3

If we do...	Utilize research-based grading practices and provide timely and accurate feedback, for the purpose of providing students with multiple-tiered systems of supports.
Then we see...	then students will be able to demonstrate their breadth and depth of learning and feel positively reinforced and motivated to learn,
which leads to...	as evident by an increase in the student ontrack rate.
Budget Description	Teachers will be provided with on-going professional development from Teacher Leaders on the ILT, the Network 11 ISL, and the STEM Instructional Specialists to utilize Aspen

	Gradebook as a means for tracking student academic progress relative to their mastery of grade-level standards according the Network 11 Scope and Sequence.
Tags	MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Monitor gradebooks (using gradebook feedback form) weekly to ensure alignment to curriculum according to the Network 11 Scope & Sequence and the use of best grading practices. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Analyze weekly failure reports, 5th week progress reports, and quarterly grades (BAG reports), for the purpose of providing students with multipletiered systems of supports. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) ILT (bi-weekly) and grade-bands will review select gradebooks on a weekly bases <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Teachers will utilize a "No Zero" policy (59% as the lowest grade possible) in their grading practices as reflected in Gradebook. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Improve teacher capacity around research-based grading practices by providing professional development <p>Tags:</p>

Strategy 4

If we do...	develop a local Tiering Criteria that follows the 80-15-5 model in the MTSS Framework and develop a Menu of Interventions aligned to the needs of students and respective tiers.
Then we see...	will be able to identify students for appropriate tiers of intervention and align students to an effective high-quality intervention.
which leads to...	fully implemented standardized systems and structures to support at-risk students as measured by X score on the Self-Assessment of Multi-Tiered System of Supports (SAM).
Budget Description	Time will need to be invested in training staff and then meeting regularly to ensure fidelity of implementation. Coverage may be required so that all team members are free to meet regularly.

Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Provide training for all MTSS team members and intensive training and ongoing support for MTSS leads. Tags: • (Not started) Establish in-house tiering criteria and menu of interventions. Tags: • (Not started) Utilize problem solving process to identify root causes of deficit areas and determine appropriate tiered supports for individual students during biweekly meetings. Tags: • (Not started) Regularly progress monitor student learning goals at their instructional level to determine whether an intervention plan should be adjusted, continued or concluded. Tags:

Action Plan

Strategy 1

Monitor teacher plans weekly and provide feedback (using a rubric) to ensure purposeful lessons in alignment with the Common Core State Standards and Next Generation of Science Standards according to the district's Scope and Sequence.

Sep 02, 2020 to Jun 11, 2021 - Principal, Assistant Principal, and STEM Instructional Specialists

Analyze student work using a protocol for higher-order thinking skills in grade-band meeting using Webbs DOK and the TAGS Matrix.

Sep 02, 2020 to Jun 11, 2021 -

Differentiation of instruction according the identified academic needs of students as reflected by formative assessment data so as to plan for targeted explicit instruction as reflected by scheduled small group instruction during ELA and Math.

Sep 02, 2020 to Jun 11, 2021 -

Incorporate Kagan cooperative learning structures to increase the level of student intellectual engagement as reflected by a 70% student-talk to 30% teacher talk ratio.

Sep 02, 2020 to Jun 11, 2021 -

We will provide staff with e-learning and remote learning professional development opportunities.

Sep 01, 2020 to Jun 30, 2021 -

Strategy 2

Develop and implement assessment plan for formative and interim assessments

Sep 11, 2020 to Sep 11, 2020 - Admin Team

Teachers analyze assessment data and develop re-teach plans and monitor progress of students

Aug 24, 2020 to Jun 18, 2021 - Teacher, Admin, and Coaches

The Instructional Leadership Team and Teacher Teams by grade-band will examine formative assessment data (Compass Learning quarterly interims) to determine the body of knowledge, the understandings and the skills teachers are expected to teach and students are expected to learn.

Aug 24, 2020 to Jun 18, 2021 - Instructional Leadership Team and Teacher Teams by grade-bands.

Teachers will utilize a blended learning approach integrating technology assisted instruction (completing 3 activities per week from growth and attainment Compass Learning folders per week) in reading and math.

Aug 24, 2020 to Jun 18, 2021 - Teachers, ILT, and TT

Admin will meet with teachers to reflect on data and develop reteach plans

Aug 24, 2020 to Jun 18, 2021 - Admin

Admin observes teachers' implementation of re-teach strategies during Pop-ins and REACH observations

Sep 14, 2020 to Jun 18, 2021 - Admin

Strategy 3

Monitor gradebooks (using gradebook feedback form) weekly to ensure alignment to curriculum according to the Network 11 Scope & Sequence and the use of best grading practices.

Aug 24, 2020 to Jun 18, 2021 - Coaches, STEM specialists, and Admin.

Analyze weekly failure reports, 5th week progress reports, and quarterly grades (BAG reports), for the purpose of providing students with multi-tiered systems of supports.

Aug 24, 2020 to Jun 18, 2021 - Teachers, STEM specialist, and Admin.

ILT (bi-weekly) and grade-bands will review select gradebooks on a weekly bases

Aug 24, 2020 to Jun 18, 2021 - Teachers, STEM specialist, ILT, Teacher Team (grade-bands), and Admin.

Teachers will utilize a "No Zero" policy (59% as the lowest grade possible) in their grading practices as reflected in Gradebook.

Aug 24, 2020 to Jun 18, 2021 - Teachers, STEM specialist, ILT, Teacher Team (grade-bands), and Admin.

Improve teacher capacity around research-based grading practices by providing professional development

Aug 24, 2020 to Jun 18, 2021 - STEM specialist and Admin.

Strategy 4

Provide training for all MTSS team members and intensive training and ongoing support for MTSS leads.

Aug 24, 2020 to Jun 18, 2021 - Admin Team and Network Support

Establish in-house tiering criteria and menu of interventions.

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

Utilize problem solving process to identify root causes of deficit areas and determine appropriate tiered supports for individual students during biweekly meetings.

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

Regularly progress monitor student learning goals at their instructional level to determine whether an intervention plan should be adjusted, continued or concluded.

Sep 11, 2020 to Jun 18, 2021 - Teachers, RSPs, any other intervention providers

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 school leadership team (ILT) meet on a bi-weekly basis to review data (weekly, 5th week, quarterly, semester, and annual) for the purpose of engaging parents in conversations directed to address the social-emotional and academic developmental needs of "all" Earle STEM scholars in accordance to the Every Student Succeed Act.

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

We are utilizing a 5-week assessment cycle (aligned to CCSS and NGSS) to determine each scholar's area of academic need in relation to the expected level of competency in reading, math, and science. Teachers work in grade-level teams to develop lessons to engage the scholars by using the gradual release of responsibility process (the teacher shows the students what to do by modeling, the teacher works along with the student in completing the task, and the teacher allows the student to practice on their own while providing supports as needed until the student can complete the task without their assistance).

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.

Earle STEM scholars will receive support based on their identified academic needs using the Gradual Release of Responsibility process (the teacher will model what it is that they expect the scholar to be able to do, provide assistance as the scholar learn the skill or strategy, and provide opportunities for the student to practice the skill or strategy). The teacher will assess the student weekly, at the 5th week, and during the 10th week to ensure mastery. Scholars will be provided with different supports (differentiation) based on their needs during small group instruction to aid them in mastering skill or strategy.

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).

The ILT, Instructional Leadership TEAM, will meet during the summer with the support of the Network ISL (Instructional Specialist Leader) to develop cycles of learning based on our scholars' academic needs. The ILT will develop weekly cycles (week 1- develop lesson plans/units that are aligned to the standards (CCSS and NGSS) by reviewing student data; week 2-developing assessments to determine if the students mastered the skill or concept; week3- gather evidence demonstrating that students are mastering the

skills and strategies; week 4-provide students with needed supports in small groups by reteaching using the gradual release of responsibility process; week 5- assess the scholars to determine the level of mastery. We will also use MTSS (multiple tiered systems of supports) using an 80%-15%-5% model where scholars will be provided with academic, social-emotional, and attendance tiered supports from our Behavioral Health Team as needed. Tier 1 scholars (80%) usually does well with basic instruction from the teacher. Tier 2 scholars (15%) have similar needs and receive supports from the teacher or school support staff (social worker or counselor) in a small group setting to address their needs. Tier 3 scholars (5%) have very unique needs and thus receive individualized support from the school's support team.

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

Teachers are recruited by highlighting achievements via the school website, social media (facebook, twitter, and instagram) along with the district job posting site. Candidates are interviewed by the school team representing various members of our school community.

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.

Weekly Teacher Team meetings serve as PLCs (Professional Learning Communities) where teachers meet to engage in professional conversations regarding best practices. Additionally, professional development is facilitated by our STEM Instructional Specialists in the form of co-planning, modeling, and co-teaching around teacher practices. Parent University is utilized to provide parents with hands-on learning opportunities with the school adopted curricula (Wonders, Perspective, Envision Math, Go Math, Amplify Science, and TCI Social Science).

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

The Parent Action Council in collaboration with the facilitator of Parent University work cooperatively to engage families in school related activities. Parents will also be provided with learning opportunities associated with remote learning and e-learning.

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 PreK teachers and the KG teacher collaborate to ease the PreK students transition to the local elementary program in 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.

The Instructional Leadership Team in collaboration with the Teacher Teams discuss and determine the use of assessments according to the CIWP priority, Balance Assessments. Assessments are balanced to determine the level of support needed to advance student mastery of grade-level standards in reading, math, and science.

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.

We will continue to engage teachers in the 5-week Assessment Cycles so that students are provided with multiple opportunities with the necessary supports to gain mastery of grade-level skills and concepts.

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.

The representation on ILT (Instructional Leadership Team) is such that coordination across programs are centered around our CIWP priorities of academic achievement for all students including sub-groups (DLs, ELLs, and STLs) via the use of the MTSS (Multiple Tiered System of Supports) framework.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

We will engage parents and families in ESSA, Title I parental and family engagement plan and policy via the Parent Advisory Council.

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

Notices will be sent home to inform parents about the date and time of PAC meetings. Website and social media announcements, and flyers will be disseminated announcing the parent involvement meetings. Both the Annual Principal Title 1 and PAC Organization meetings will be held in September.

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.

Parents will be provided with information about the Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet in September.

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.

Parents will have the opportunity to meet on a monthly basis for the purpose of being provided with student performance data in reading, language arts, math, and science during the regularly scheduled monthly PAC and LSC meetings.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

We will send home and be available to discuss with parents the student's individual data from the NWEA, Compass Learning, . Progress reports will be sent home to the parents every 5th week of the marking period along with on-track data.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

We will provide parents with multiple opportunities to engage with our staff in activities that involves the discussion of how the CCSS (Common Core State Standards) and the NGSS (Next Generation of Science Standards) form the basis of all academic instruction with their student(s). We will also aid the parents in understanding how our 2020-2022 CIWP's priorities (Curriculum, Instruction, Balance Assessments, and (MTSS) serve the purpose providing each student with high-quality instruction and supports based on student assessment data (NWEA, Dibels, TRC, mClass Math, Compass Learning, Weekly, and 5th Week) to determine the level of support for each student so that they increase their level of mastery on grade-level concepts. Parents will receive ongoing training on the various online educational platform (Google Suite apps, and Parent Portal). We also desire an on-line parent presence so that they are able to interact with teachers to support their child(ren) academic progress.

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 school STEM instructional specialists will coordinate with Parent University Training Center lead training sessions on partnering with the school for the purpose of addressing their student(s) social-emotional and academic development. Parents will also be informed of the extended school hours that are available to students for the purpose of improving their social-emotional and academic development.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

We will continue to reach out to parents to inform them on ways to engage with their child's teachers as a partner to providing for their unique social-emotional and academic developmental needs. Information will be provided to parents and family caregivers on researched-based effective practices in partnering with schools to address the social-emotional and academic developmental needs of the student(s).

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.

Preschool and Kindergarten teachers will arrange a parent meeting on the same day of the Kindergarten Shadow Day for preschool students. Parents will be informed of various types of early intervention reading and math strategies and parent programs available to increase their level of active engagement in the education of their PreK scholars.

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.

Communications will be distributed in English and Spanish to inform parents of programs, meetings, and other activities. Updates on the school website and social media sites are also in English and Spanish.

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)

We have addressed all metrics of the Parent and Family engagement plan.

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.)

The mission of the Charles W. Earle STEM Academy is to provide an inquiry based education for every student with the opportunity to reach their educational potential in preparation for college and STEM careers. We endeavor to accomplish this by enhancing the learning environment through inquiry-based learning provided by motivated and highly-trained educators, who uphold high standards in creating, improving, and managing technological resources. With a dedicated staff, involved parents, STEM partnerships and a student body committed to academic and behavioral excellence, a cooperative team spirit helps to ensure school, home, and community oneness in building student character. We strive to create an atmosphere of safety and respect for one another that will yield scholars who leave with a life-long love of learning that will lead to the development of global citizens.

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

Parent-teacher conferences will be conducted every 5 weeks for the purpose of communicating the behavior, attendance, and academic progress of students to their parents/guardians.

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

Students will receive weekly assessment and 5th weeks progress reports will be distributed. Communication of the NWEA scores will be distributed in the beginning, during the middle, and at the end of school year. OnTrack information will be distributed at the end of each 10th week marking period.

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

Parents will be given a Welcome Letter at the beginning of the school year with introductions, contact information and accessibility to staff.

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 will be able to volunteer during field trips, parent nights, and specially arranged times. Please note that parents must be approved according to level of access to the school and students prior to serving as a volunteer for the safety of students and staff.

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

Parents will receive phone calls when students are absent. Additionally, parent are able to monitor homework completion and academic progress using the web-based parent portal program.

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

The parents will participate through the LSC and PAC 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).

Students will self-reflect and set goals on the On-Track goal-setting forms during students conferencing with their respective teachers.

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.

Parents and other caregivers play an important role in ensuring that their children have the necessary knowledge and skills in science and technology to become scientifically literate and informed citizens. It also is imperative that we develop a strong science and technology-based skilled workforce. Thus, we will partner with parents and caregivers in providing our students with a high-quality STEM based interdisciplinary education that aligns both with the Common Core State Standards and the Next Generation of Science Standards by immersing students into the curriculum utilizing both direct teaching and PBLs from our STEM certified teachers, curriculum coaches and our online resources.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$943.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$300.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$200.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00