

Johnnie Colemon Elementary Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Paulette Williams	Principal	ptwilliams@cps.edu	Has access
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Sinda Wilson	Middle School Teacher - LSC Rep	swilson36@cps.edu	No Access
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Curtis Johnson	Music Teacher - Fine Arts	cljohnson4@cps.edu	No Access
Sharon Coleman	Counselor	sdcoleman2@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	JCA Staff	Select CIWP Team & Update/Rate SEF & Ongoing Meeting Data Analysis Based on 3-5 Metrics
02/13/2020	Common Planning Team Meeting	Root Cause Analysis - Data Analysis
03/12/2020	Leadership Team Meeting (Admins)	CIWP - Strategies
04/27/2020	Principal and ISL Jones	CIWP Review - N13 ISL and Principal

Date	Participants	Topic
05/06/2020	Principal and ISL Jones	CIWP Follow-Up - N13 ISL and Principal
05/12/2020	Principal and Chief Watkins	CIWP and Budget Review
05/13/2020	Principal and LSC	CIWP and Budget Approval
05/11/2020	Principal and Sub group of parents	Fund Compliance section of the CIWP

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make ?safe practice? an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** * My voice, My School Survey * Student Leadership Teams that includes Principal's Cabinet, Student Patrol, BETA Club and Student Council * Staff Professional Development / Bi- Weekly Common Planning. * Staff led Professional development included on school calendar monthly (based on schedule.) * Family Data sharing with students, parents and staff. * Annual State of the School Address. * Coherent, school-wide attendance initiatives with weekly; monthly incentives and quarterly awards and activities. * Include primary in student?s

leadership teams. * Plan school wide expectation event /activities. * Partnership for ELL students/parents???? * Working more with community organization via Community in Schools.

- 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Foci: Engage in on-going inquiry as a basis for improvement (Continuous Cycle of Improvement) - Technology support * Bi-Weekly common planning meetings to ensure coherent focus school-wide. * Regularly inform and engage stakeholders of key data (data night for parents; goal settings, alongside students; coherent data. * Peer observations, as needed. * ILT School wide or department walk through using the Network conservation tool is needed. * Teaching Assistant Lead Admin. * iLead Technology Team * Peer Collaboration as needed

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 4 - 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
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback

- 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 4 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
 - 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
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Foci:* Persist in adjusting instruction so individual students' misunderstandings or advance needs are successfully accommodated.* Engage all learners in content areas by differentiating and fully integrating opportunities for ALL learners* School-based teams discuss and monitor the effect of teaching on student learning (Intergrate formative assessment into instruction and intervention of individual students as needed)
- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 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:**

Quality and Character of School Life

- 4 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 1 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)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Culture and Climate is positively impacted if students' voices are involved. Foci:Authentically interact with community and civic leaders, Engage with their community and Take informed action where they work together to propose and advocate for solutions.
- 4 - Physical and Emotional Safety
 - 4 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:** * Offer Safety classes for students via outside vendors that instruct students about safety outside of the school such as walking to school and crossing the street safety. * Conducts CPS safety drills annually * Strong Teacher-Student positive relationships * On-going incident reporting inclusive of parents - address ALL concerns immediately
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** * Use data to track location, times, and incident occurrences. - CPS Student Rights and Responsibilities (aka Student Code of Conduct) * Keep suspension rates extremely low at Colemon by increasing parental involvement and implementing restorative practices. * Counselor implement Tier 1 strategies to 100% of the students at JCA in order to explicitly teach expected behaviors
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 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
 - 2 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:** *Parents and community members have multiple opportunities to participate in events at JCA. Parents attend field trips, assemblies, Winter Sneaker Ball. Community partners such as Christ Universal Temple support the students during the holidays via toy and coat drives. * Parents have opportunities to raise and ask questions at the Annual State of the School, Annual Meet and Greet, at Report Card pick up for quarter 1 and 3 when parents meet with teachers, etc. They also can communicate via monthly ESSA and/or LSC meetings. All parents

can submit a parent meeting request form to schedule on-going meetings as needed with the staff of JCA. * BlueCross BlueShield and Operation Warmth partnered with JCA to ensure that every student received a coat during the winter.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
4	Quality and Character of School Life: Physical and Emotional Safety	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	Math growth and/or attainment among overall students in 6th and/or 7th grade
Root Cause 1	Lack of a math endorsed teacher
Area of Critical Need 2	Reading growth among overall students in 3rd grade (Students are currently in 4th grade)
Root Cause 2	Lack of growth seem to be due to high growth the previous year that we don't feel is a true reflection of the students. Also, low growth for some students due to low student attendance.
Area of Critical Need 3	Math growth and/or attainment for students (including male students with IEPs) chose this metric because less than 46.88% of the males actually met the goal and the gap analysis is predicted to be at 21.13% five (5) years from now.
Root Cause 3	Lack of a math endorsed teacher; also lack of retention of basic skills and wide variety of abilities in the classroom with lack of differentiated instruction due to lack of math endorsed teacher; Lack of usage of the adaptive curriculum to support and reinforce classroom instruction aligned to CCSS. LD students seem to lack retention - reteaching was provided on an on-going basis. Multiple strategies were provided but students still lack the ability to retain information daily, weekly and on an on-going basis.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8) I chose this metric because students in grade 2 (60%ile attainment) and 5 (64%ile attainment) in SY 19 and (35%ile attainment) in grade 6. These students are currently in grades 3rd, 6th and 7th.	Overall		71.00	72.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because of the National School Growth Percentile of the students in grade 5 (5%ile) and 6 (1%ile) in SY 19. These students are currently in grades 6th and 7th.	Overall		43.00	49.00
Vision: NWEA Growth G3-8 (Math) I chose this metric because less than 46.88% of the males actually met the goal and the gap analysis is predicted to be at 21.13% five (5) years from now.	Male		51.00	55.00
	Students with IEPs		45.00	50.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) I chose this metric students in grade 3 (30%ile) in SY 19. These students are currently in grade 4th.	Overall		79.00	79.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey JCA has been classified as a Well Organized school. We plan to remain a Well-Organized school.				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...	continue to implement daily explicit vocabulary lessons and provide explicit strategies in grades Pre-K through 8th that includes supporting the students with constant use of the new vocabulary
Then we see...	students that are able to comprehend and internalize unfamiliar vocabulary
which leads to...	Students having an increased the percent of students' growth by 2% by school year 2022
Budget Description	
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language
Action steps	<ul style="list-style-type: none"> • (Not started) Purchase/replenish Saddlier for grades K-8th. Tags: • (Not started) Provide explicit vocabulary instruction that is embedded various content areas Tags: • (Not started) Integrate technology usage during vocabulary instruction as a formative assessment tool and support students with constant usage of the vocabulary words. Tags:

Strategy 2

If we do...	small group, differentiated instruction in math and reading at least 2-3 times a week
Then we see...	increased levels of student engagement and focused instruction that is rigorous, coherent and aligned to common core standards according to students' needs
which leads to...	an increase in the number of students who will meet their NWEA Spring growth targets in math and reading which will eventually increase the number of students that attain in reading and in math in grades 2-8 by 2% each year (IEP male students goal is to increase by 4% annually).
Budget Description	
Tags	Literacy: Key Practice #5-Creating Content in a Digital Environment

Action steps	<ul style="list-style-type: none"> • (Not started) Monitor lesson plans to be sure that they are inclusive of the balanced literacy curriculum and aligned to the CCSS (include grades 3rd-5th); Make sure evidence of small grouping is in lesson plans. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) During bi-weekly common planning meetings, evaluating student work, formative assessments, interim assessment and varied data to have reflective discourse and adjust instruction (small group) as needed. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Host an after and/or before school instructional support program for struggling students inclusive of DL students as needed based on formative and summative data. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide professional development for 100% of the instructional staff for curriculum, small group practices to improve student performances and national school group and attainment by 2% each year in reading and math in grade k-8. <p>Tags:</p>
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Strategy 3

If we do...	create JCA's students code of conduct
Then we see...	an increase in the number of students that are self-monitoring and an increase in student buy-in
which leads to...	a significant reduction in the student infractions and incident by 2% by 2022.
Budget Description	
Tags	Safety & Security
Action steps	<ul style="list-style-type: none"> • (Not started) Create, implement and monitor the effectiveness of our MTSS SEL menu targeted towards Tier 2 and 3 interventions during the common planning meetings based on data. <p>Tags:</p>

	<ul style="list-style-type: none"> (Not started) Create student leadership to voice their concerns, questions, suggestions on an an-going basis regarding the curriculum, climate and culture of JCA. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide high quality, culturally relevant instruction and opportunities of expression with SEL embedded creative opportunities across the curriculum. <p>Tags:</p>
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Strategy 4

If we do...	increase school-wide technology integrations
Then we see...	100% of the students engaged in rigorous, meaningful tech-focused lessons
which leads to...	increased student engagement school-wide and increased student growth and attainment by 2% on the NWEA by 2022.
Budget Description	
Tags	Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Continue Technology Integrated Support lead by JCA-tech leaders, CPS and APPLE through on-going PD <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Monitor Lesson Plans to ensure technology is a part of the weekly instruction. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Support Student Tech Leaders as they provide peer support with technology integration <p>Tags:</p>

Action Plan

Strategy 1

Purchase/replenish Saddlier for grades K-8th.

Jul 01, 2020 to Sep 04, 2020 - Principal

Provide explicit vocabulary instruction that is embedded various content areas

Sep 08, 2020 to Jun 30, 2021 - Teachers, Teacher assistants

Integrate technology usage during vocabulary instruction as a formative assessment tool and support students with constant usage of the vocabulary words.

Sep 08, 2020 to Jun 30, 2021 - Teachers, Teacher assistants

Strategy 2

Monitor lesson plans to be sure that they are inclusive of the balanced literacy curriculum and aligned to the CCSS (include grades 3rd-5th); Make sure evidence of small grouping is in lesson plans.

Aug 26, 2020 to Jun 30, 2021 - Principal

During bi-weekly common planning meetings, evaluating student work, formative assessments, interim assessment and varied data to have reflective discourse and adjust instruction (small group) as needed.

Aug 26, 2020 to Jun 30, 2021 - Teachers and Principal

Host an after and/or before school instructional support program for struggling students inclusive of DL students as needed based on formative and summative data.

Sep 01, 2020 to Jun 30, 2021 - Teachers, para-professional parents and principal

Provide professional development for 100% of the instructional staff for curriculum, small group practices to improve student performances and national school group and attainment by 2% each year in reading and math in grade k-8.

Aug 26, 2020 to Jun 30, 2021 - Network 13, Teachers, Vendors, Principal,

Strategy 3

Create, implement and monitor the effectiveness of our MTSS SEL menu targeted towards Tier 2 and 3 interventions during the common planning meetings based on data.

Aug 26, 2020 to Jun 30, 2021 - Teachers, Principal

Create student leadership to voice their concerns, questions, suggestions on an an-going basis regarding the curriculum, climate and culture of JCA.

Jul 01, 2020 to Jun 30, 2021 - Teachers, Assistants, Principal

Provide high quality, culturally relevant instruction and opportunities of expression with SEL embedded creative opportunities across the curriculum.

Aug 26, 2020 to Jun 30, 2021 - Music, Physical Education Teacher, school counselor

Strategy 4

Continue Technology Integrated Support lead by JCA-tech leaders, CPS and APPLE through on-going PD

Aug 31, 2020 to Jun 30, 2022 - Principal, Teachers, Apple Lead Instructor, CPS Tech Instructor

Monitor Lesson Plans to ensure technology is a part of the weekly instruction.

Sep 07, 2020 to Jun 03, 2022 - Principal, Teacher Leaders

Support Student Tech Leaders as they provide peer support with technology integration

Sep 07, 2020 to Jun 03, 2022 - Teachers, Student Tech Leaders

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.

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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.

All school-wide assessments, both state and local, provide a parent report that informs parents of their child's performance in reading/language arts and math immediately after the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY) testing. This portfolio will be given to parents along with a parent-friendly presentation to make sure parents are well-informed of their child's data and to clearly understand and interpret their child's high and low stakes assessments. Staff, including Principal and Teachers are available to discuss data and learning continuum. Teachers will provide specific learning continuum information to parents to strengthen the home-school partnership.

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

The comprehensive needs assessment is based on the NWEA for grades K - 8th, NWEA. Pre-k ? 2nd also use various assessments to monitor the basic pillars of literacy such as fluency and phonological awareness. We will continue to implement and progress monitor the Common Core Assessment Standards (CCSS) school-wide. Assessments are given and used for all grades. Some assessments such as NWEA are administered two to three times a year to track student progress and inform instruction. Struggling students are assessed using teacher created assessments to ensure that provided instruction is making an impact on student achievement. ALL assessments are aligned to CCSS.

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.

Our school wide reform strategies involve departmentalizing reading, science, social studies and/or math in grades 6-8. These contents are taught by endorsed teachers to strengthen students' ability to comprehend informational text. Also, when possible, departmental and/or partner teachers instruct students based on their content specific endorsements. Our instructional materials are coherent school-wide and or across grade bands in all content areas: Literacy, math, science and social studies. This level of coherency allows students to successfully transition from one grade to the next. The programs provide professional development as needed. Also, the classroom teachers partner, co-teach, collaborate and plan together to support and mentor their colleagues based on data. We are also utilizing an instructional coach to support instruction in literacy as we work to implement CCSS. We utilize various text, including complex text school-wide to support foster literature rich discussions and increase the listening comprehension of ALL students. Teacher leaders will provide school-wide professional development and coaching support in literacy, math and science.

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).

To accomplish the goal of improving achievement of our historically underserved students we will use core materials and strategies that are research-based to ensure that teaching and learning is occurring. We have an uninterrupted reading and math block daily. Struggling students are provided additional support during the school day. They also receive additional support weekly in reading, math and/or science. The representative of the entire staff (administration, teachers and educational support staff) are provided staff development to keep them abreast of the researched-based best practices. Every student receives character development that is taught by the school counselor at least two days a week to address social-emotional concerns and high school and college and career readiness. Finally, outside partners provide support to the students such as anti-bullying workshops, mentoring and social-emotional support.

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

100% of the JCA staff is "highly qualified". If a child is taught by a teacher that is not "highly qualified" JCA will inform the parents via mail and provide a time where parents can meet with that particular teacher or visit the school if they have additional questions, comments and/or concerns. All middle school teachers are endorsed by the State of Illinois in the specific content area that they teach.

As needed, the principal attends CPS job fairs to find highly qualified staff. Additionally, staff at CPS Human Resources assists with finding highly qualified staff members. Resumes are reviewed and a rigorous

interview process is undertaken. The interview team includes various staff members based on the job qualifications. For instance, if I need to hire a middle school staff members, current staff members join the interview team to ensure potential team member is a great fit for the current team. The team can also include the principal, the support staff and lead teachers. The prospective staff member is often invited to conduct a demonstration lesson prior to hire.

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.

100% of the teachers are highly qualified, multiple endorsed and multiple degreed professional teachers. To accomplish the goal of continuously improving the staff at the school, ongoing, high quality professional development is provided for and by principals, assistant principal, teachers and ESP team. The professional development is provided in-class, in-school, at various universities, at the Network office and by external resources. Research-based materials and strategies are immediately implemented as a result of the professional development. The principal also attend many professional development activities, often times side by side with the teachers so that proper monitoring can occur.

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

Parents needs assessment surveys will be created and distributed to JCA parents. The data collected from the surveys will lead to various workshops. Secondly, 2 types of data discussions will occur. 1) bi-annual Data Night/Data meeting where students discuss goal setting sheets with their parents. 2) One- on-One appointments that include student, parent, teacher and an administrator with struggling students. Optional meetings will be made available to ALL parents upon request. Students will lead goal setting sessions when possible.

Eighty to ninety percent (80-90%) of the parents volunteered and/or attend school-based events at JCA during the 2019-20 school year. We are striving to have at least 80% outcome annually. They chaperone trips, donate supplies, support fundraisers, attend parent meetings and are active during the academic events such as report card pick up , data discussions, quarterly family assemblies, etc. We will continue to increase parent involvement and engagement around literacy and mathematics so that ALL stakeholders can support the academic achievement of the students. These activities will provide parents with knowledge to assist their child, increase involvement in the school, and to keep parents abreast of what is occurring academically at JCA. The school will continue to support the Parent Advisory Council (PAC). Monthly parent activities are on-going including workshops, assessment meetings, academic nights, assemblies, etc. Involved parents were very instrumental in involving non-active parents. We will continue to increase the number of engaged parents at JCA.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

We will accomplish this by providing time that Pre-K and Kindergarten students to partner with various activities such as the Author's Chair lead by the Kindergarten students who read to the Pre-K students, enrichment activities that combine both groups, and setting aside time for the Pre-k students to conduct a meet and greet week that include Pre-K students working in the Kindergarten class for up to 1 month prior to the end of the school year. Information packets to support the transition will be provided to parents.

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.

Various assessments are used to monitor student achievement. Bi-weekly vertical, data-driven team meetings occur to have partner and/or grade band teachers discuss, collaborate and plan around the implications for instruction. Meetings occur so that school wide data trends, strengths and weaknesses can be discussed and addressed. Teachers can choose from reading and math NWEA assessment, teacher created assessments, and Network 13 initiatives to plan instructional foci school-wide and to address individual classroom's and student's needs. Data-driven decisions are the foci school-wide. Academic adjustments are made after every assessment as needed.

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.

To provide assistance for those students not meeting the standards we offer an after school program. For the upcoming year, an intervention program will be available during the school day. We MUST address the students that are performing below the 50th percentile on the NWEA assessment. Teachers are required to provide guided instruction and differentiated instruction in reading and math. Struggling students are provided interventions at regular intervals (usually 3 times per week) within the classroom during small group instruction. We progress monitor ALL struggling students to ensure that instruction is working and adjust instruction as needed. Teachers are observed and given recommendations as needed on an on-going basis. Evidence of the progress monitoring is required. We will use the upcoming year to improve our efforts to ensure student growth.

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.

Our counselor and parents will continue to recruit external partners to provide violence prevention programs, vocational and technical education programs and job training. We will continue to create a JCA resource guide that will be available for all parents to inform them of the community support groups. Our lunchroom manager provides a nutrition program based on CPS mandates. We will continue to increase the number of students in our extra-curricular programs (Pre-K to 8th), and practice healthy eating as a school. We will continue our efforts of health awareness (diet and exercise) for ALL stakeholders. We offer Pre-School-for-ALL program at Johnnie Colemon Academy. Our PAC will keep our parents about vocational, technical educational and job-training program.

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.

An annual orientation meeting will held on Friday, October 2, 2020 to inform all parents of ESSA, Title I Parental Involvement Plan and the process of the school review and improvement. At this meeting, parent meeting dates and times are set by the members in an effort to maximize parental support. The selected school year meeting schedule is shared with ALL ESSA members via flyers. Reminders are included in the monthly calendar, posted on the school at doors #1, #14 and/or recorded on CPS out-calling system. The ESSA leaders post the final notices on doors #1 and #14 of the school at least 48 hours prior to the meetings and a constant reminder is posted on the JCA parent board throughout the year.

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

Annually, Colemon invites ALL ESSA parents to attend the Title I Annual Meeting. The Title I Annual and Organizational meeting is held on Friday, October 2, 2020 after the children have returned to school. After this meeting occurs, the Title I PAC Organizational Meeting is held on Friday, October 2, 2020. Parents are informed about the meetings via the CPS Blackboard out calling system, distributing flyers, posting agendas at the main entrance of the school, posting information on the parent board at the school, posting information on the marquee, etc.

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.

In addition to responding to the suggestions at the regularly scheduled LSC and ESSA meeting, a Curriculum Parent Team will be created. From the regular scheduled parent meetings are scheduled by parents at Johnnie Colemon Academy (JCA), we will distribute information to ALL parents regarding scheduled meetings, parent activities and any other relevant information pertaining to their children's education. The principal will meet with PAC members on an on-going basis to discuss and address the suggestions, concerns and needs of parents immediately. Additionally, the principal has an open door policy so parents reach out to the principal via in-person visits, cell phone calls and text messages, e-mails, etc. As necessary, appropriate changes occur in order to ensure and maximize student success. Finally, the Principal will attend monthly ESEA meetings so parents and principal can discuss any issues.

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.

All school-wide assessments, both state and local, provide a parent report that informs parents of their child's performance in reading/language arts and math immediately after the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY) testing. This portfolio will be given to parents along with a parent-friendly presentation to make sure parents are well-informed of their child's data and to clearly understand and interpret their child's high and low stakes assessments. Staff, including Principal and Teachers are available to discuss data and learning continuum. Teachers will provide specific learning continuum information to parents to strengthen the home-school partnership.

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.

100% of the JCA staff is "highly qualified". If a child is taught by a teacher that is not "highly qualified" JCA will inform the parents via mail and provide a time where parents can meet with that particular teacher or visit the school if they have additional questions, comments and/or concerns. All middle school teachers are endorsed by the State of Illinois in the specific content area that they teach.

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.

Parents needs assessment surveys will be created and distributed to JCA parents. The data collected from the surveys will lead to various workshops. Secondly, 2 types of data discussions will occur. 1) bi-annual Data Night/Data meeting where students discuss goal setting sheets with their parents. 2) One-on-One appointments that include student, parent, teacher and an administrator with struggling students. Optional meetings will be made available to ALL parents upon request. Students will lead goal setting sessions when possible.

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 JCA staff, LSC, and ESSA members will work collaboratively with various outside agencies keeping parents informed of various opportunities, trainings, and materials that can improve their child's academic achievement. For the NWEA, the Learning Continuum strategies will be used and shared with parents. Needed teacher-led academic trainings will occur at Colemon per parents' request. JCA parents are welcomed at JCA and will have on-going opportunities to work with their children in the classrooms and in various settings. Parent incentives will be provided to parents to encourage their participation at JCA. Parent Report Cards are distributed annually and they are graded by their children for supporting the school. We will send a mid-year Parent Report Card to the parents. Finally, we will work to increase the number of parents using Parent Portal (at home computers, Cell phones, ESSA computer) - JCA will provide children with incentives to increase the number parents signed up for parent portal.

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.

Community organizations and consultants will conduct on-going workshops with both parents and staff detailing the importance of two-way communication and how to strengthen the home-school connection. Activities include in-school observations, field trips, school wide events such as various academic nights. Surveys will be distributed to determine how effective the workshops are and to gather needed information to determine what kind of additional workshops are needed to support parents. Again, parents are encouraged to visit the school often and to provide feedback. Our current parents stated that the current 2-way parent-teacher communication system (via text, visits, e-mails, DoJo, appointments, etc) is working but we will continue to strengthen the system.

In addition, we will add two (2) new components: 1) We will continue to send home monthly student-teacher written newsletters. 2) Send a Mid-Year parent progress report/report card home during Quarter 3 Report Card pick up to inform parents of their current Parent Report Card grades and recognize parents at various events as often as possible.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Pre-School for All parent workshops are scheduled annually with JCA pre-school parents.

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

ALL parents receive communication in an understandable and useable format such as flyers, calendars, teacher notifications, etc. ALL district information is shared in various languages (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)

na

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.)

We believe the development of lifelong learners is essential for the success within a global society, where all students can be challenged through meaningful and rigorous instruction that addresses the whole child.

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 occur at the beginning of the year during the Open House and/or annual Meet and Greet, and at quarterly report card pick up. Parent-teacher conferences also occur at the progress report intervals. The conference times are open because many parents and/or teachers schedule conferences on an on-going and individual basis during the preps and after- or before- school if needed.

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

Parent-teacher conferences occur at the beginning of the year during the Open House and/or annual Meet and Greet, and at quarterly report card pick up. Parent-teacher conferences also occur at the progress report intervals. The conference times are open because many parents and/or teachers schedule conferences on an on-going and individual basis during the preps and after- or before- school if needed.

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

Parents walk their children to school and remain at JCA with the children for up to 2 hours. At this time, Parents and Teachers meet in order to establish 2-way communication on day 1 of the new school year. The teachers also distribute an annual letter to parents to share his/her availability. The conference times are scheduled during the preps and after- or before- school if needed.

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.

JCA parent volunteers follow CPS policy and complete a volunteer packet. Upon approval, parents may volunteer throughout the school day and during special events in various capacities. Parents inform their child's teacher of their availability to attend class field trips on the permission trip forms. Parent volunteering efforts are charted at JCA and parent report cards are generated for parents who participated at a designated number of events. 100% of our parents volunteer at a LSC and/or ESSA meeting, on a field trip, in the classroom and/or at an assembly. One criteria will be added in a effort to increase parents' knowledge about the curriculum: Include 1 mandatory academic visit on the Parent Report Card. We will continue the parent volunteer momentum and incentive program.

In addition to volunteering, JCA parents have an open door policy for classroom 1-hour observations. They are welcome to observe the classroom ANY day. Teachers will inform the parent if the chosen day needs to be rescheduled if classroom testing is occurring. Parents are not allowed to disrupt the learning environment and MAY NOT interact with the remaining children unless they have pre-approved CPS volunteer approval.

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

JCA parents monitor their child's academic progress through various mediums. Monitoring tools include the 5-week progress reports, report cards, and Parent Portal. Parent will also have monitor the individual learning continuation. JCA parents monitor attendance by checking Parent Portal daily. Students are recognized monthly via perfect attendance displays. Homework is also monitored through Parent Portal and student communication journals that every child will have annually.

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

JCA parents have multiple opportunities to participate in decisions relating to the education of their child at parent's LSC, ESSA meetings, and curriculum meetings. Parents share information and consult with the school on an on-going basis by telephone, letters, e-mails and in-person. Parents can consult with staff during the Open House, Progress Report/Report Card Pick-up, and/or scheduled meetings as needed. We have an open door policy for parents.

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).

JCA students share the responsibility for improved student academic achievement in various modalities. Students have the perfect attendance buddy system. Students chart their own data in an effort to set and monitor academic goal. Students receive character development that addresses anti-bullying, team-building, and peer-tutoring. Students are selected for "Student Council", peer juries and the "Academic Olympics". Students are recognized for the academic achievement on low and high stakes assessments, for attendance and report cards.

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.

During the 2020-21 school year, the goals is to increase parental involvement and engagement by 5% in workshops, school-wide activities, in-school academic support, data night, etc. As a result, students will continue to reach their annual goals that are set on the student goal setting sheets and signed by all stakeholders including the teachers, students, parents and admin team.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$843.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$280.00
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.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00