Theodore Roosevelt High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/24/2020	ALL	Introduction to CIWP/Changes
01/31/2020	ALL	Rating SEF

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

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 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
  - o 2 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
  - o 2 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
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS

- o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
- o 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)
- o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 3 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)
- o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 1 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 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)
- o 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)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)

- o 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)
  - o 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)
  - o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 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)
  - o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)

- o 2 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 2 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 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)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**4**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**1**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

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	Transitions, College & Career Access, & Persistence

Root Cause 1	Problem Statement: Stagnant College Persistence, Root Cause: Lack of student agency and Identity in Postsecondary Planning
Area of Critical Need 2	Instruction
Root Cause 2	Problem Statement: Inconsistencies in cognitive demand limiting academic growth Root Cause: Limited knowledge/professional development in engaging students in cognitive demand. How do we support without over scaffolding? (Limited knowledge in Language Acquisition Needs?)
Area of Critical Need 3	Balanced Assessment and Grading
Root Cause 3	Problem Statement: No significant growth on assessments Root Cause: No common ownership or understanding of excellent work, proficient work, and work that needs improvement (Reference #'s 37&38 in framework)

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: Freshman On-Track Freshman On-Track is a critical foundation metric for all other student indicators of success. While we have made significant process from 66% to 82% we need to target specific student groups at Roosevelt.	Students with IEPs		78.70	80.80
	EL		82.80	84.50
Vision: HS Attendance Rate Roosevelt met 90% attendance, but has been regularly in the 80% level in previous years. We need to continue supports and interventions to maintain 90% and increase overall attendance. Students with IEP's have been a student group that has been below our overall school average.	Overall		91.00	91.90
	Students with IEPs			
Vision: College Readiness SAT Roosevelt's overall focus is to improve student outcomes and college readiness. The SAT limits access and fit to some schools. Furthermore, we have identified that our entire school and EL students have demonstrated limited success on the SAT and as we	Overall		25.50	33.00
	EL		10.00	19.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
build our Dual Language program we want to monitor student success. This metric is also critical to cohort growth.				
SQRP: SAT Cohort Growth Percentile	Overall		38.80	44.90
Roosevelt's overall focus is to improve student outcomes and college readiness. The SAT limits access and fit to some schools. Furthermore, we have identified that our entire school and EL students have demonstrated limited success on the SAT and as we build our Dual Language program we want to monitor student success.	EL		38.80	44.90
SQRP: College Persistence Rate	Overall		66.70	70.00
Roosevelt has seen an improved Freshman On-Track, graduation rate, and college enrollment. Our next step is to improve our overall persistent rate through best fit and access through SAT growth. This is the only metric that has stagnated over the past four years.	EL		57.60	61.80

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We have demonstrated data that represents a Well Organized school for the 2018-2019 school year. We engage our teachers and students in reflective practices and have targeted key areas for development.					

Required metrics (Highschool) (100% 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
My Voice, My School 5 Essentials Survey We have demonstrated data that represents a Well Organized school for the 2018-2019 school year. We engage our teachers and students in reflective practices and have targeted key areas for development.				4.00	4.00

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...	create a school-wide grading policy that clearly, consistently, and fairly communicates mastery progress and self-monitoring to students and families
Then we see...	increase student agency and ownership of grades
which leads to...	a yearly increase of 10% in critical benchmarks...FOT, SOT, SAT (growth/attainment)
Budget Description	
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	(Completed) Work with ILT and teacher leaders to plan for the year. What is Grading for Equity? - What current practices do we need to change? - What are some action items we can start the year off with? Tags:Teacher Leader Development & Innovation: Distributed Leadership (On-Track) PLC participates in Professional Development (Grading for Equity) to plan for the upcoming year. Sharing Work with Staff - team plans how they will share their work with staff during the PD week Tags:Assessment: Fair, Accurate and Consistent Grading Systems

	• (Not started) Begin year with PD on Grading for Equity and the elimination of zeros. Tags:Assessment: Fair, Accurate and Consistent Grading Systems • (On-Track) Admin monitors the change in grading (eliminating zeros) - What is working? - What is not working? - Action Items? Tags: • (On-Track) Team continues to find resources for creating an equitable grading policy for the school. Draft of policy will be written by the end of 1st quarter to share with teachers during PD day. Tags:Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Work on plan for changing grading scale to 0%-50% (5 point scale) - What do teachers need as support? - What does this look like in a gradebook? Tags: • (Not started) Teacher pilot the grading policy during 2nd semester Tags: • (Not started) Team meets monthly to progress monitor Tags:Assessment: Fair, Accurate and Consistent Grading Systems

Strategy 2

If we do...	build teacher capacity around cognitive demand (productive struggle) and differentiation
Then we see...	application of instructional practices that support the needs of ALL our students
which leads to...	a yearly increase of 10% in critical benchmarks...FOT, SOT, SAT (growth/attainment), ACCESS, and Seal of Biliteracy
Budget Description	
Tags	Instruction, ODLSS: Instructional Quality
Action steps	• (Not started) Engage ILT in Professional Development in instructional strategies that push students to own their thinking. (Book Study?) Tags:

	(Not started) Based on research and PD, create learning cycle on cognitive demand - Research practices - Safe Practice time - Peer observations - Reflection - Next Steps Tags: (Not started) Refine and Focus: Learn about current research and best practices to deepen understanding of the problem and identify strategies that fit the need Tags:Instruction (Not started) Department identify goals that and are measurable and develop your plan for testing building evidence Tags: (Not started) Do - apply framework or strategy reflecting on the impact, what worked, what didn?t, and how do you know? Collaborate, observed, and discuss in order to deepen practice Collect student and teacher practice data along the way Ask questions, continue learning and planning Tags: (Not started) Study - Showcase student work, share reflections, analyze student outcomes and teacher practice Tags: (Not started) Act and Grow Reflect on process and achievements...what did we learn and how did we grow? Identify opportunities for continued learning Identify topic or plan for next learning cycle Share findings with larger school community Tags: (Not started) Team Effectiveness Check Tags: (Not started) Begin Learning Cycle 2 Tags:

Strategy 3

If we do...	build grade-level capacity in creating systems to support SEL, Attendance, and Academic growth

Then we see...	grade-level teams consistently implementing T1-T3 interventions that best support the needs of our students in behavior and academic growth
which leads to...	90% FOT/SOT, a 2% drop-out rate, reduction in incident reports, increase in student performance data
Budget Description	
Tags	
Action steps	• (Not started) Identify MTSS team that represents 9th, 10th, 11th, and 12th grade levels including general education teachers, LBS1 teachers, and counselors Tags: • (Not started) MTSS Professional Development - Identify roles, responsibilities, Expectations, and CIWP Plan Timeline. Revisit CIWP: Goals, Plan, PM Benchmarks Tags: • (Not started) MTSS BOY PD 1. Share vision for Tuesdays (MTSS Structure) 2. MTSS Tools 3. EL Professional Learning 4. DL Professional Learning Tags: • (Not started) Begin MTSS Cycles (Continues throughout year) Week 1: Data and Determining students Week 2: EL/DL PD Week 3: Progress Monitoring Interventions Week 4: Culture and Climate Week 5: Intensive Supports Tags: • (Not started) Data Dig - MTSS Team reflection on plan and leadership - What is working? - What is not working? - What growth have we seen? Tags: • (Not started) Data Dig - MTSS Team reflection on plan and leadership - What is working? - What is not working? - What growth have we seen? Tags: • (Not started) Data Dig - MTSS Team reflection on plan and leadership - What is working? - What is not working? - What growth have we seen? Tags: • (Not started) MTSS Team Retreat

	Tags:

Strategy 4

If we do...	frame our post-secondary strategy as a four year commitment between school and home, to include learning opportunities with 1) well-defined objectives aligned to grade level post-secondary goals , 2) school-based and external shared experiences to include student and parent, and 3) the creation of an individualized college and career plan for each student, co-developed by students, advisors and parents.
Then we see...	Greater student identity that draws connection between the content and experiences of high school academics towards personal life goals, reduction in distractive or unproductive students behaviors which are often the result of students feeling little relevancy between learning and personal aspirations, and greater parent participation in school-based learning experiences that build family undetransing of post-secondary pathways.
which leads to...	Greater student engagement in high school learning, stronger student-identified connection between school experiences and life goals, greater understanding of the challenges and opportunities available to families to navigate college and career choices, all evidenced in greater indicator values such as student GPA, college persistence and parental participation and satisfaction in the their child's high school experience.
Budget Description	
Tags	
Action steps	

Strategy 5

If we do...	build assessment proficiency through departments in creating scope and sequences and aligned common assessments; and use meaningful protocols for analyzing quality and alignment of assessments/tasks to ensure they meet expectations of standards and embed various levels of complexity
Then we see...	school-based teams discussing and monitoring the effect of teaching on student learning, integrating formative assessments into instruction and the implementation of interventions for individual students
which leads to...	a yearly increase of 10% in critical benchmarks...FOT, SOT, SAT (growth/attainment), ACCESS, and Seal of Biliteracy
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System

Action steps	• (Not started) Departments work to revise scope and sequence with assessments in mind Power Standards/Common Core Skill level based on SAT/PSAT ACCESS/S.O.B AP, Dual Credit Tags: • (Not started) Professional Development on purpose of Formative vs Summative assessments Have conversation among departments then school about daily practice, formative, summative assessments (what they are, look like) how to calibrate points, weights correctly Create a calendar for TCT common assessments (How often? How many?) Tags:Assessment: Improving Assessment Literacy • (Not started) Professional Development on Gradebook How will Aspen Gradebook look with assessments (weights and categories) Tags:Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Significant time for TCTs to interact with the Scope and Sequence of other TCTs, then revise their own S&S accordingly. Right now, the S&S documents each exist within their own bubbles and we haven't looked at each other's. Tags:Assessment: Curriculum Equity Initiative • (Not started) Professional Development on quality of assessments and time to create a tool to evaluate quality of assessment A place and time to complete a deep audit of our current assessments and evaluate assessments with tool Rubrics or scales that say what different levels of mastery look like. More professional development within departments on aligning different levels of assessments to standards, and on analyzing student work. Tags:Balanced Assessment and Grading • (Not started) Checkpoint Training Tags:Assessment: Checkpoint Student Assessment System • (Not started) TCT time create assessments calibrate assessments to EL/DL student goals Tags:Assessment: Checkpoint Student Assessment System, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) PD on Student Agency and Reflection Connecting assessments to students (Self-Evaluation) Adding to assessments

	Tags:Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning
	• (Not started) Create cycle of Assessments for Next school year
	Tags:Assessment: Assessment Plan Voting Procedures

Action Plan

Strategy 1

Completed Oct 21, 2020

Work with ILT and teacher leaders to plan for the year. What is Grading for Equity? - What current practices do we need to change? - What are some action items we can start the year off with?

Jun 01, 2020 to Jun 14, 2020 - Admin, ILT, Team Leads

On-Track Oct 02, 2020

PLC participates in Professional Development (Grading for Equity) to plan for the upcoming year. Sharing Work with Staff - team plans how they will share their work with staff during the PD week

Jun 19, 2020 to Aug 22, 2020 - Team

On-Track Oct 21, 2020

Team continues to find resources for creating an equitable grading policy for the school. Draft of policy will be written by the end of 1st quarter to share with teachers during PD day.

Aug 31, 2020 to Nov 06, 2020 - Team

On-Track Oct 21, 2020

Admin monitors the change in grading (eliminating zeros) - What is working? - What is not working? - Action Items?

Sep 08, 2020 to Oct 09, 2020 - Team

Teacher pilot the grading policy during 2nd semester

Feb 01, 2021 to Jun 19, 2021 - Admin, ILT

Team meets monthly to progress monitor

Feb 01, 2021 to Jun 19, 2021 - Admin, ILT

Begin year with PD on Grading for Equity and the elimination of zeros.

Aug 31, 2020 to Sep 04, 2020 - Admin

Work on plan for changing grading scale to 0%-50% (5 point scale) - What do teachers need as support? - What does this look like in a gradebook?

Sep 07, 2020 to Oct 30, 2020 - Admin. ILT

Strategy 2

Engage ILT in Professional Development in instructional strategies that push students to own their thinking. (Book Study?)

Jun 20, 2020 to Jul 31, 2020 - Admin

Based on research and PD, create learning cycle on cognitive demand - Research practices - Safe Practice time - Peer observations - Reflection - Next Steps

Jun 20, 2020 to Jul 31, 2020 - ILT

Refine and Focus: Learn about current research and best practices to deepen understanding of the problem and identify strategies that fit the need

Sep 07, 2020 to Nov 01, 2020 - ILT

Department identify goals that and are measurable and develop your plan for testing building evidence

Oct 01, 2020 to Nov 01, 2020 - ILT leading departments

Do - apply framework or strategy reflecting on the impact, what worked, what didn?t, and how do you know? Collaborate, observed, and discuss in order to deepen practice Collect student and teacher practice data along the way Ask questions, continue learning and planning

Nov 01, 2020 to Dec 01, 2020 - ILT

Study - Showcase student work, share reflections, analyze student outcomes and teacher practice

Dec 09, 2020 to Dec 18, 2020 - ILT and departments

Act and Grow Reflect on process and achievements...what did we learn and how did we grow? Identify opportunities for continued learning Identify topic or plan for next learning cycle Share findings with larger school community

Jan 06, 2021 to Jan 20, 2021 - ILT and Department

Team Effectiveness Check

Jan 27, 2021 to Feb 10, 2021 - ILT & Admin

Begin Learning Cycle 2

-

Strategy 3

Identify MTSS team that represents 9th, 10th, 11th, and 12th grade levels
including general education teachers, LBS1 teachers, and counselors

Jun 01, 2020 to Jun 20, 2020 - admin

MTSS Professional Development - Identify roles, responsibilities,
Expectations, and CIWP Plan Timeline. Revisit CIWP: Goals, Plan, PM Benchmarks

Jun 20, 2020 to Jul 10, 2020 - admin MTSS Team

MTSS BOY PD 1. Share vision for Tuesdays (MTSS Structure) 2. MTSS Tools 3. EL Professional Learning
4. DL Professional Learning

Aug 31, 2020 to Sep 04, 2020 - Admin MTSS Team

Begin MTSS Cycles (Continues throughout year) Week 1: Data and Determining students Week 2:
EL/DL PD Week 3: Progress Monitoring Interventions Week 4: Culture and Climate Week 5:
Intensive Supports

Sep 14, 2020 to Jul 23, 2021 - MTSS Team Leads

Data Dig - MTSS Team reflection on plan and leadership - What is working? - What is not
working? - What growth have we seen?

Nov 02, 2020 to Nov 13, 2020 - MTSS Team and Admin

Data Dig - MTSS Team reflection on plan and leadership - What is working? - What is not
working? - What growth have we seen?

Feb 01, 2021 to Feb 13, 2021 - MTSS Team and Admin

Data Dig - MTSS Team reflection on plan and leadership - What is working? - What is not
working? - What growth have we seen?

Apr 02, 2021 to Apr 16, 2021 - MTSS Team and Admin

MTSS Team Retreat

Jun 01, 2021 to Jun 18, 2021 - MTSS Team and Admin

Strategy 4

Strategy 5

Departments work to revise scope and sequence with assessments in mind Power Standards/Common Core Skill level based on SAT/PSAT ACCESS/S.O.B AP, Dual Credit

Sep 07, 2020 to Nov 06, 2020 - ILT leads work in TCTs

Professional Development on purpose of Formative vs Summative assessments Have conversation among departments then school about daily practice, formative, summative assessments (what they are, look like) how to calibrate points, weights correctly Create a calendar for TCT common assessments (How often? How many?)

Sep 07, 2020 to Nov 06, 2020 - Admin

Professional Development on Gradebook How will Aspen Gradebook look with assessments (weights and categories)

Aug 31, 2020 to Sep 04, 2020 - Admin and ILT

Significant time for TCTs to interact with the Scope and Sequence of other TCTs, then revise their own S&S accordingly. Right now, the S&S documents each exist within their own bubbles and we haven't looked at each other's.

Nov 06, 2020 to Nov 20, 2020 - ILT leads work in TCTs

Professional Development on quality of assessments and time to create a tool to evaluate quality of assessment A place and time to complete a deep audit of our current assessments and evaluate assessments with tool Rubrics or scales that say what different levels of mastery look like. More professional development within departments on aligning different levels of assessments to standards, and on analyzing student work.

Dec 03, 2020 to Feb 12, 2021 - ILT leads work in TCTs

Checkpoint Training

Nov 06, 2020 to Nov 06, 2020 - Admin

TCT time create assessments calibrate assessments to EL/DL student goals

Feb 08, 2021 to Jun 18, 2021 - ILT leads work in TCTs

PD on Student Agency and Reflection Connecting assessments to students (Self-Evaluation) Adding to assessments

Feb 05, 2021 to Jun 18, 2021 - ILT leads work in TCTs

Create cycle of Assessments for Next school year

Apr 30, 2021 to May 28, 2021 - ILT leads work in TCTs

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 annually reviews 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. ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

MTSS and other data tracking of student performance includes break-out analysis for at-risk populations. Regular participation in such data analysis forums such as the On-Track clinics support this analysis.

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.

MTSS and other data tracking of student performance includes break-out analysis for at-risk populations. Regular participation in such data analysis forums such as the On-Track clinics support this analysis.

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).

MTSS and other data tracking of student performance includes break-out analysis for at-risk populations. Regular participation in such data analysis forums such as the On-Track clinics support this analysis.

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

Roosevelt engages in extensive partnerships with local Graduate Schools of Education, including Loyola, National-Louis, UIC/Chicago and Northeastern, seeking highly qualified candidates and especially target areas of ESL endorsed teachers and bilingual teachers.

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

The professional learning sequence at Roosevelt is designed to align with District Instructional Focus areas highlighted the High School Summits and Network Instructional Core Walks. Our Instructional Leadership Team (ILT) then works to prepare department leaders to bring these focus areas to the classroom level.

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

Our parent focus for the 2020-21 school year wil be creating a 4 year post-secondary support and learning experience for our parents.

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.

This does not apply to us as a High School

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 professional learning sequence at Roosevelt is designed to align with District Instructional Focus areas highlighted the High School Summits and Network Instructional Core Walks. Our Instructional Leadership Team (ILT) then works to prepare department leaders to bring these focus areas to the classroom level.

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.

MTSS and other data tracking of student performance includes break-out analysis for at-risk populations. Regular participation in such data analysis forums such as the On-Track clinics support this analysis.

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 school annually reviews 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. ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Parents will be regularly engaged in review of the ESSA, Title 1 and family engagement plan through our active PAC and BAC committees, and through regular sharing of school progress such as the State of the School addresses to the Local School Council.
In addition, we will continue and expand the Parent Townhall meetings that are scheduled for our orientation sessions in August, as part of back to school planning in September, at the end of semester one and again in the spring. These events have been very well attended and are an excellent means to connect to parent community.
PAC and BAC meetings are being held weekly, with attendance ranging from 10-25 participants. A series of different community-based organizations have led presentations at sessions on parent-teen relationships, stress management and substance abuse. We have also held a parent book club/movie viewing.

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

Thursday, September 17th, 2020 - this is the 3rd Thursday of the month and the time when we regularly schedule BAC and PAC meetings. We will seek to hold both meetings on the same date as to capitalize on parent participation. We will conduct an extensive campaign through our summer Parent Orientation sessions to build participation.

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.

During the 2019-20 school year, the Principal met weekly with the PAC and BAC committees. This included presentations from the Principal on the state of the school, as well as updates on new programs. Each of these sessions also included an in-depth opportunity for parent feedbackand raising of questions and concerns. We will continue this parent-Administrator meeting cycle in 2020-21 school year, including online PAC/BAC meeting such as the May 2020 meeting.
Principal continues to meet regularly with BAC and PAC through 2019-20 school year, attending both school-based PAC/BAC meetings and citywide BAC Council Meetings.

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.

Roosevelt High School will share the P/SAT data with parents, in addition to the Illinois State Science Assessment, which includes each of these content areas. In addition, students that take such assessments as the ACCESS test will receive student reports with explanations. Newly updated policy regarding SAT in light of the school closure due to the COVID virus will be regularly shared with parents.

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.

Roosevelt High School currently has no teachers that will receive a rating of Not Highly Qualified, and this diligence in only appointing properly certified teachers will continue as school policy. However, in the event that the school should ever be staffed with a teacher who does not have properly aligned certification, and parent letter is generated by the Illinois State Board of Education for each family in each class with this teacher. These letters will be immediately shared with parents.

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.

All state, local and school-based assessments are included in the materials shared with parents in both written form (reports sent home) and in the parent conferences at report card pick-up. School-based Townhall meetings that occur at the Orientation session for each grade level will also include a review of these assessments and "look-fors" for parents as to how to read and interpret these assessment reports.

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.

During the 2019-20 school year, Roosevelt High School moved to weekly parent meetings to building parent engagement. A series of computer technology training sessions were highly popular, and proved to be well-timed in light of the school closure due to COVID virus and transition to remote learning. These parent courses were well-attended and highly popular with teachers. We will continue to offer and expand these
course offerings in SY 2020-21 In addition, we will survey parents as to their interests for additional course offerings, and also less formal, time-consuming workshop offerings as well.
Parent training in computers, culinary arts and "College 101" has been offered from Community Schools Initiative, Gear-Up and Albany Park Community Center partnerships in 2020-21 school year.

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.

As described above, the school began a series of Townhall meetings and parent orientation sessions for the first time in the 2019-20 school year, and these will continue to be held and expanded. The entire faculty will be engaged in participating in these opportunities to build school community with our parents. In addition, as part of our SEL and MTSS programming, professional learning sessions will be held that showcase the critical importance of regular, open communication with parents.
Townhall meetings, Parent Orientation sessions ad weekly parent meetings/workshops will continue in 2020-21

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.

As a high school, this does not apply.

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.

Roosevelt High School has made great efforts to bring our school fully into current (new) guidelines and standards on offering multiple languages in diverse schools. We will utilize our diverse staff to ensure all materials are properly translated, and that live translation is available in multiple languages at all parent and community engagement events.
In the 2020-21, Roosevelt will open or new Dual Language program, which will prove a great support for our cultural and linguistic diversity and family support.

Policy Implementation Activities

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

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

A Roosevelt graduate is a fulfilled, challenged, supported, and college/career-ready young adult who will experience post-secondary success from the solid foundation provided during his/her years at Roosevelt High School.

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.

Report Card Pick-up dates are scheduled for November 19, 2020, and April 22, 2021. Our report card pick-up dates will be held from 12:00 pm - 6:00 pm
and will also include a State of the School Address by the Principal.

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

Roosevelt High School will begin twice-monthly student BAG (Behavior, Attendance and Grades) to students and parents for SY 2020-21. In addition,
Roosevelt is seeking to develop a cellular-based app that can allow parents to easily access such important progress reporting features as Parent Portal and
the school event calendar.

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

Making appointments through the school web site or by visiting the school's main office, parents can connect with individual teachers on their preparatory periods. In addition, most teachers are immediately available after school for parent conferences with adequate notice. We are committed to making staff easily and readily accessible to parents at any time.

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.

We request that parents first register to in-school volunteers with the Chicago Public Schools (we can assist with this process), and then teachers and staff will make every effort to schedule opportunities for parents to volunteer and observe as classroom partners at Roosevelt.

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

Parents can utilize such communication tools as the Parent Portal to regularly review student work completion, grades and attendance. In addition, any parent unable to easily access this online technology can visit the school counseling office for a current report on their child's academic standing and attendance. Finally, parents can arrange one-on-one conferences with their child's teachers through the school website or by visiting the Main Office.

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

Parents can utilize such communication tools as the Parent Portal to regularly review student work completion, grades and attendance. This information will be utilized in the selection of classes, about which parents will be informed and can participate in course selection by visiting the Counseling office. In addition, any parent unable to easily access this online technology can visit the school counseling office for a current report on their child's academic standing and attendance. Finally, parents can arrange one-on-one conferences with their child's teachers through the school website or by visiting the Main Office.

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).

Parents can utilize such communication tools as the Parent Portal to regularly review student work completion, grades and attendance. This information will be utilized in the selection of classes, about which parents will be informed and can participate in course selection by visiting the Counseling office. In addition, any parent unable to easily access this online technology can visit the school counseling office for a current report on their child's academic standing and attendance. Finally, parents can arrange one-on-one conferences with their child's teachers through the school website or by visiting the Main Office.

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.

1) Building Stronger Parent-School Community Activities: support for BAC and PAC committees to hold regular meetings at the school with administration, teachers and staff, and be more closely involved in planning and implementation of such critical parent-school events as Orientation sessions, Back-to-School events and Report Card Pick-up.
2) Support Parent Education in Post-Secondary Opportunities for their Children: The college application

process and such critical elements as seeking financial aid are a great challenge to navigate. Our Post-Secondary team will provide a monthly schedule for parent information sessions, open to all, but specifically targeting parents of Juniors and Seniors, that will follow the college application cycle.

3) Roosevelt is committed to providing ongoing continuous education for parents, in form of such programs as Technology course series for parents. Additional course offerings are being explored and will also be offered on a parent-friendly weekend and evenings schedule.

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

Account(s)

Description

Allocation

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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$400.00
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)	$5500.00
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.	$1600.00
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