

# Bowen High School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Priscilla Horton	Principal	phorton@cps.edu	Has access
Thomas Trotter	Assistant Principal	tctrotter@cps.edu	Has access
Clare McCauley	Math Department Chair	cemccauley@cps.edu	No Access
Adam Davenport	Science Department Chair/ELPT Lead	adavenport16@cps.edu	No Access
Ryan Fishman	Social Studies Department Chair	rmfishman@cps.edu	No Access
Brianna Nkemeh	Attendance & Culture Lead	bnnkemeh@cps.edu	Has access
Aaron Wilson	Business Manager	awilson94@cps.edu	No Access
Cheryl Richardson-Jenkins	English Department Chair	cljenkins-richard@cps.edu	No Access
Janell Armstrong	Counselor	jearmstrong@cps.edu	No Access
Carolyn Burnes	Case Manager	cmburnes1@cps.edu	No Access
Kenneth Wilson	JRTOC Teacher	kcwilson7@cps.edu	No Access

## Team Meetings

No meetings saved for this plan.

## Framework

### Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

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

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 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
  - 2 Curriculum connects to real world, authentic application of learning

- 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 2 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 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
  - 2 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
  - 2 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
  - 2 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 ?C? or chronic absenteeism (REQUIRED: MTSS)

- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 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)
- 3 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 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)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## Quality and Character of School Life

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

- 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 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:**
- 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:**
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 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)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:**

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	4
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership 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	Growth as measured by PSAT/SAT annual growth percentile for EL students (emphasis on reading and literacy development)
Root Cause 1	Vacancy in this position for an extended period of time as well as resources to support embedding EL instruction and support

	throughout the curriculum. Additionally, lack of funding to ensure a full 1.0 position is also a barrier to improvement.
Area of Critical Need 2	Growth as measured by PSAT/SAT for students with IEPs
Root Cause 2	Lack of common planning time that allows full participation of Special Education Teachers with their general education counter parts as well as the use of a common Co-Teaching model that is implemented with fidelity. (Professional development as well as peer observation will be needed to support this work. I would like to have my teachers visit a school that is doing this well)
Area of Critical Need 3	Increase 4-year cohort graduation rate. (previous available data is 58.1 percent of students graduate in four years. )
Root Cause 3	Lack of consistent systems to support students at the most vulnerable time i.e summer prior to actual college enrollment. Lack of enough funding to support summer transition programs and student assistance with transportation.
Area of Critical Need 4	Lack of consistent systems to support students at the most vulnerable time i.e summer prior to actual college enrollment. Lack of enough funding to support summer transition programs and student assistance with transportation.
Root Cause 4	In the past we did not have vertical alignment in terms of what type of writing was taught when that ensured that each grade level is clear and specific about what should be taught and mastered prior to the student moving to the next grade. (Exploring some form of writing portfolio to support this work) Additional barriers to success in this area are as follows variety of student deficits related

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**Vision metrics**

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>SQRP: SAT Annual Growth Percentile-Reading</p> <p>I chose this metric because our data supports the idea that this population of students is not growing as much as they should when compared to our overall data and as evidenced by our EL audit in conjunction with our EL specialist.</p>	Overall		30.00	40.00
	EL		30.00	40.00
<p>SQRP: SAT Cohort Growth Percentile</p> <p>I chose this metric because because our data shows that students with IEPs are more likely to be off track than our general education students. This has to do with ensuring equity and making sure our teachers are adhering to the guidelines outlined in students IEPs and making sure that adults are truly making the necessary modifications and accommodations to support student growth. This is also an opportunity to improve our co-teaching models as well as collaboration between general education and regular education students.</p>	Students with IEPs		10.00	20.00
	Overall			
<p>Vision: 4 Year Graduation Rate</p> <p>I chose this metric because while we are seeing some growth in this area it is not where it needs to be. We want them to graduate in four years but we also need to make sure that they leave us with the skills necessary to be successful. We need to continue to improve our process for getting students to graduate and move on to college.</p>	Overall		65.00	72.00
	African American Female		60.00	68.00
(Blank)				
(Blank)				

**Required metrics (Highschool) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b>				5.00	5.00

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
Our My Voice, My School survey showed as being Well Organized. We want to work to maintain this designation while working to increase or improve on areas with in the survey itself around teachers feeling included in decision making and other areas.					

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	provide professional development to build teacher capacity and expertise to support English Language Learners and Diverse Learners in terms of access to content using research supported literacy strategies
Then we see...	lessons that include tasks that are aligned to standards and provide multiple pathways for students to demonstrate mastery of skills
which leads to...	an increase in the number of English Language Learner and Diverse Learners who based on teacher created assessments and PSAT/SAT assessments that are meeting the benchmark or criteria for mastery
Budget Description	Funds in the amount of at least (\$3,000) three thousand dollars will be set aside to support this strategy and each identified demographic. This will be of particular importance to our school because we are a small school and we have a TPI program. Additionally the school will have a district funded .5 position that will specifically support our (EL) English Learner Students.
Tags	Instruction, OLCE
Action steps	<ul style="list-style-type: none"> <li>(Not started) Identify a partner to support Professional Development to build expertise of all teachers to support English Language Learners so that this work is embedded across content areas.</li> </ul> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OLCE</p>

## Strategy 2

If we do...	select a specific co-teaching model provide, provide professional development for the selected model and ensure that the schedule supports the identified model
Then we see...	regular and special education teachers able to cohesively and consistently plan together to meet the needs of our diverse learners
which leads to...	increased student achievement by our diverse learners as evidenced by student work, teacher and district assessments.
Budget Description	Funds will need to be set aside to pay for extended day so that general education and special education teachers can meet either before, after school and or on the weekend to support and ensure collaborative time is supported and funded.
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> <li>(Not started) Meet with the ILT Instructional leadership Team to select a Co-Teaching model that works for our population. Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</li> <li>(Not started) Meet with programmer to ensure that he ensures that Special Education teachers and Regular Education teachers have time to meet to plan and monitor student progress towards goals using student data i.e. student work and other metrics during the school day. Tags:Structure for Continuous Improvement, SSCE: Inclusive Systems Structures</li> <li>(Not started) Provide Professional development to Regular Education and Special Education teachers on the selected Co-Teaching model to ensure fidelity of implementation and adherence to planning and communication regarding student progress towards IEP goals supported by data. Tags:Instruction</li> </ul>

**Strategy 3**

If we do...	Add discussion of EL students and their progress as a specific agenda item to department meetings.
Then we see...	increased awareness and tracking of student progress for this specific demographic i.e. (EL) students to ensure that we can course correct instruction and or materials
which leads to...	greater academic success for our (EL) English Language Learner students
Budget Description	Extended day funds to pay the (ELPT) designee to meet with general education teachers to ensure collaboration and planning around serving our English Language Learner students.

Tags	CIDL: Curriculum, Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE
Action steps	<ul style="list-style-type: none"> <li>(Not started) Meet with the programmer to make sure that collaboration with the (ELPT) teacher is considered.</li> </ul> <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> <li>(Not started) Purchase novels and or software to support English Language Learners at their various ability levels based on available access scores and bands.</li> </ul> <p>Tags:Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p>

**Strategy 4**

If we do...	screen incoming 9th grade students using a screener
Then we see...	EL English Language Learners, DL Diverse Learners and General Education students will be placed in the correct setting i.e. routed to either Wilson Reading and or Just Words
which leads to...	enhanced targeted support of student reading skills as evidenced by progress in the schools Wilson Reading Program
Budget Description	Provide training to a general education teacher and a SECA to support the implementation of the Wilson Reading Program and or Just words. Adjust master schedule to ensure that these classes are added as an elective and that we can move students as needed based on their academic progress.
Tags	Literacy: Key Practice #4-Authentic Learning Experiences, ODLSS: Instructional Quality, OLCE
Action steps	<ul style="list-style-type: none"> <li>(Not started) Connect the programmer Mr. Wedrky with our Literacy Support person to ensure that scheduling is done in a way that supports collaboration and student movement as they progress through the program.</li> </ul> <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE</p>

**Strategy 5**

If we do...	create standard expectation around writing practices
Then we see...	specific outcomes as it relates to writing assignments given at each grade level that show progression of writing skills as the advance from freshmen to seniors
which leads to...	improved writing skills as evidenced by student writing portfolios that show change over time

Budget Description	While all content areas can help in terms of using a common language as it relates to writing and reinforcing standard writing conventions the English Department will need to own teaching students how to formally write. Extended day funds will be provided to support this work either before or after school and to provide subs if necessary to support peer observation during the school day to support growth in this area. Major resources center around ensuring common planning time, sub coverage and extended day time to ensure they have time to plan and to look at student work in order to progress monitor.
Tags	Literacy: Key Practice #3-Frequent Process-based Writing
Action steps	<ul style="list-style-type: none"> <li>(Not started) Ongoing meetings with the English Department to lay out specific writing expectations for our students as they progress from 9th-12 grade.</li> </ul> <p>Tags:Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p>

# Action Plan

## Strategy 1

Identify a partner to support Professional Development to build expertise of all teachers to support English Language Learners so that this work is embedded across content areas.

May 04, 2020 to May 29, 2020 - Principal

## Strategy 2

Meet with the ILT Instructional leadership Team to select a Co-Teaching model that works for our population.

Apr 27, 2020 to May 08, 2020 - Principal, Assistant Principal

Meet with programmer to ensure that he ensures that Special Education teachers and Regular Education teachers have time to meet to plan and monitor student progress towards goals using student data i.e. student work and other metrics during the school day.

May 04, 2020 to May 08, 2020 - Programmer, Principal,

Provide Professional development to Regular Education and Special Education teachers on the selected Co-Teaching model to ensure fidelity of implementation and adherence to planning and communication regarding student progress towards IEP goals supported by data.

Sep 04, 2020 to Jun 18, 2021 - ILT, Princpal, PD Partner

## Strategy 3

Meet with the programmer to make sure that collaboration with the (ELPT) teacher is considered.

Jun 08, 2020 to Jun 19, 2020 - Principal/AP

Purchase novels and or software to support English Language Learners at their various ability levels based on available access scores and bands.

Jun 08, 2020 to Jul 24, 2020 - Business Manager, ELPT Teacher, Principal

### **Strategy 4**

Connect the programmer Mr. Wedrky with our Literacy Support person to ensure that scheduling is done in a way that supports collaboration and student movement as they progress through the program.

May 25, 2020 to Jun 01, 2020 - Principal/AP

### **Strategy 5**

Ongoing meetings with the English Department to lay out specific writing expectations for our students as they progress from 9th-12 grade.

Jun 01, 2020 to Jun 15, 2021 - English Chair, Principal , AP , & ILT

## **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.**

As a part of the creation of our CIWP we conducted a self assessment to review our program as it relates to student achievement as well as compared to similar schools who serve a similar demographics. Our plan is developed with available current data in mind.

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

Our strategies include working on in a number of identified areas to garner student growth and achievement. We believe that working on our Co-teaching model to ensure that it is implemented in a manner that supports consistent collaboration and planning to ensure that students get effective support in classes that utilize the selected model will be good for our students and staff. Additionally, we plan to work to incorporate the teaching of writing in a way that begins in the freshmen year and then allows students to show growth and development over time using a common language about writing and with set expectations for our students at each grade level. The English Department will own this work but all will help to ensure that our students are learning and growing as it relates to writing. In terms of reading we are embedding Wilson Reading into our academic program in the form of a reading class that will allow us to use available student data to place students in either a tier 3 reading elective course i.e. Wilson Reading and or a Tier 2 support i.e. Just Words. We believe that using data to appropriately place students in these interventions will help us to mitigate reading deficits in our most vulnerable population i.e. our Divers Learners and our English Language Learners.

**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.**

This(CIWP) specifically provides both funding and programming to support our most vulnerable population. We have identified students with (IEPs) Individualized Education Plans and our EL or English Language Learners as well as our African American Girls as groups that we want to monitor for growth towards PSAT/SAT benchmarks as well as in terms of our cohort 4-year graduation rate. Focusing on literacy as a strategy to support academic improvement across core grade levels is key as research supports the idea that students who become better readers are also able to engage in other academic areas with increased proficiency. This is why our goals look at our school's overall progress in addition to looking at how identified groups within our population are doing as well.

**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).**

Many of students come to us with issues outside of the academic concerns. We believe that we must address the needs of the whole child in order to get the change that we would like to see. This is why we always provide a robust and active Behavior Health Care Team with many of our partners so that we can support them in terms of their social emotional needs and or to address the trauma that they have experienced in their young lives. Students receive support based on their needs that may take many forms i.e. counseling, mentoring and or support from the school social worker or other relevant clinician based on the needs of the student. The students behavior attendance and grades are tracked and we look to see if the intervention provided to the student impacts his/her data in a positive manner. In this way we ensure that students that are at risk receive support to help them to be successful.

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

In order to attract high quality teachers we go out of our way to recruit early and often as well as from within. James H. Bowen High School is a part of the Empowered School's cohort that works to recruit and implement an early hiring process so that Bowen starts the year fully staffed. This program helped us to find a two Science teachers in high needs content areas that we had not historically been able to find a qualified teacher to fill. What makes this program and process different is that they take the time to consider fit and they find candidates willing and often interested in working in an urban setting. Working at small school in an urban area is not for the faint of heart or for those for whom this is not a calling. They then provide professional development to the teacher and the administrator to support effective on boarding as well as effective on going communication. Its like have a liaison that works to remind the teacher and the administrator why we were connected in the first place. I think my data speaks for itself in that teachers at Bowen do come back at a high rate from year to year.

**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.**

In order to build teacher capacity we allow teachers that are on our staff to help with the professional development in terms of its creation and presenting it to our staff. We believe that it is important to recognize and celebrate the positive that already exists even as we continue to work to improve. Additionally, we also partner with Kate Dube and the Office of Literacy as well as our PD partner Houghton & Mifflin to ensure that our staff receive ongoing professional development that is in alignment with our goals around literacy and writing. We include everyone in our professional development options i.e. teachers, para professionals and even security where possible. We believe that it is important that everyone understands what our academic goals are for our students and the plan for how we get there.

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

We go out of our way to make sure that parents are our partners in the work of ensuring that students receive an educational program that is appropriate and ensures that they grow. Teachers are required to reach out to them weekly to share student progress and academic goals and expectations. Every year we offer our parents access to a session on family literacy at no cost to them. We will continue to do this in the upcoming school year. We are also planning to offer some of these sessions on Report Card Pick Up dates as well as after LSC meetings when family is likely to be in the building. We will continue to explore ideas on how to increase and do this in innovative ways because we realize that we need the family to support the work that we are doing here at the school as it relates to literacy.

**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.**

Not Applicable we are 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.**

Every year we conduct a vote as it relates to assessments given at our school. This year is no different in that teachers have been asked to provide feedback on what assessments they believe we should give to our students in the upcoming school year. We are using the Chicago Public School Assessment timeline to guide this work. Additionally in terms of the instructional program the school has an ILT that consists of the department chair for each content area. They meet with the building Principal and are used as the body to discuss and work to improve our Academic program. The administration makes an effort to ask for teacher input when making decisions about the academic program. The timeline for making decisions

about the assessments for next school year is provided below as evidence of the process.

#### Assessment Plan Voting Procedures Timeline

5/18: Assessment plan voting procedures principal webinar

5/19 - 6/3: Principals prepare draft plans in consultation with staff

6/3: Deadline for principals to send proposed plan to staff for review

6/10: Deadline for school staff to vote on proposed plans

6/10 - 6/18: Schools whose plans pass submit the SY21 assessment implementation survey; schools whose plans do not pass work with Chiefs and/or Assessment team to conduct virtual meetings with staff to devise an alternative plan and then submit SY21 assessment implementation survey.

**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.**

As a school we have incorporated BOY and MOY assessment to track student progress in writing. Additionally, we will use unit assessments given at five week increments to monitor student mastery of identified standards and or skills. For students that do not master standards or skills we will adjust instruction to allow for re-teaching and or build in opportunities for students to demonstrate mastery at a later date for skills we deem to be foundational and necessary to further advancement. We plan to utilize both Academic Approach and our teacher created exams as a means to monitor student mastery and to make adjustments to our instructional practice in order to best meet the needs of our students.

**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.**

As a school we are a CTE school. This means that our students can learn about Manufacturing and Engineering while still in high schools. Students have the opportunity to learn about both of these areas and to work with related machines and or use the Project Lead the Way curriculum in the engineering class to explore these fields. The students participate in related field trips and also have the opportunity to earn a job in the field because of the partners that the school has been able to interest in our students as a potential workforce option. Last year our students visited CRRC and where offered entry levels jobs for those were interested. They continue to be interested in hiring our students and we plan to continue to foster this relationship. Additionally CTA has reached out because one of our former teachers is now working with them. They too have reached out and expressed in interest in hiring our students.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

James H. Bowen High School has an active (ILT) Instructional Leadership Team and they will serve as the teacher representatives to ensure that teacher voice is included as we draft this plan. In fact multiple members of the CIWP team are also ILT members. I look to them to bring back ideas about our plan from their departments. We make adjustments to the plan based on their feedback and suggestions throughout the year. The school also has an active (LSC) Local School Council which includes parents, teachers and administration. This body is a huge process of our planning process and they too will both the plan its priorities and the allocation of funds to ensure that they too believe that it is designed to meet the best interests of the students that we serve. Bowen has a newly founded PTSA crated in conjunction with our Alderman and the community. They too partner with us in the development of our CIWP plan and also lend a voice to the ideas shared within the plan that we continue to work on and add to daily. We make it a priority to consider multiple voices and stakeholders as we truly want to create and maintain meaningful change for our school community.

**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 the school hosts Title I annual meetings so that parents are informed about ESSA and Title I programs and what that means for our school. At this time the dates included in the plan are tentative and may be updated as needed based on the convenience of our parents and community partners.

1. September 15th, 2020
2. September 22, 2020 Title I PAC

**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.**

The school will create time at specified intervals throughout the school year to listen to parents and the community ideas about upcoming decisions and to ensure that their ideas are incorporate when thinking about how we move forward as a school. We see them as integral partners in educating their students. The state of the school address, report card pick and Parent Cafe hosted each school year we also be utilized as time to ask for input and ideas that impact the school.

**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.**

Our school gives unit assessments in English and Math throughout the school year to gauge student performance and growth. Additionally the school also gives a Practice PSAT/SAT exam annually to help assess where are students are in their academic growth. We also participate in the state PSAT 9, PSAT 10 and SAT for our 11th grade students. The score reports connected to these assessments will be shared with both students and parents and used to set goals in the identified subject areas. We will share this information during our weekly calls made to parents and documented using the school call logs as well as at Report Card Pick Up. We say every interaction with parents throughout the year as an opportunity to share information about student academic progress. Please note that the State of The School Address will also be used to share this information with our parents and the community.

**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.**

In the event that a teacher does not meet highly qualified criteria the a letter will be sent to the home of the impacted students to notify the parent that the teacher does not meet highly qualified criteria. Please note that it is the responsibility of the school to ensure that all teachers are highly qualified to teach their assigned content.

**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.**

At James H. Bowen High School we work hard to foster an environment where parents and the community feel welcome. We use Report Card Pick Up, State of School Address, Grade level advancement ceremonies i.e. Freshmen Rite of Passage, Sophomore Half Cap, and Junior Pinning as opportunities to celebrate student academic progress but also to communicate with families about state content standards as well as state assessment data and standards. We want families to be able to measure their child's progress against appropriate measures so they and we know how we are doing.

**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.**

We have used past parent compact funds to purchase three computers that will be placed in our parent room for our families. This room will also be used to provide classes related to technology and student academic progress monitoring in order to ensure that we help our parents. This in turn will support their ability to partner with us in helping and supporting their student. Parents will also have the opportunity to attend professional development outside of the school as well and funded using upcoming funds made available for this purpose.

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

We consider parents and the community partners in the work of authentically and respectfully educating students. This is why teachers are required to complete weekly calls to families. These calls are to ensure that parents are kept up to date on their child's progress and at times to request help in ensuring the student continues to progress. Please note that these calls are not and should not be about behavior. Sometimes they are to foster a relationship with our families and or to share good news and or progress as well as to invite parents to come and see their child demonstrate mastery of a skill.

**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.**

Our (BHT) Behavior health Team is essential to coordinating the incorporation of available outside partners to appropriately support students. This means that we partner will a host of partners to provide not just academic support but mental health support for our students and families. This includes but is not limited to (BAM) Becoming A Man, (WOW) Working on Womanhood, (YAP) Youth Advocacy Program, Freshmen Connection, Summer Bridge, and a host of others. We believe that you must support the whole child and in many kids the family in order to sustainable results. This is why we go above and beyond daily to support both. Our students deserve it and our data reflects this work in terms of our student participation in available programs and the academic data for those that are well connected to the school. In a sense in order to get to rigor we believe that we must first development relationships.

**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.**

In general all communications sent by the school are sent in English and Spanish. Our registration packet is an excellent example of our efforts to communicate clearly and effectively with our parents that may speak another language. We make it a point to send out mailings about upcoming events and activities in English and Spanish the school also pre-pays for a specified number of interpreter supported meetings each year based on available budget funds. We work hard to ensure that language is not a barrier to communication, involvement and our parents ability to engage with the school.

### 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)**

Presently our school does not have a quorum for our (LSC) Local School Council. For this reason they are unable to vote to approve the CIWP. However, the Principal will still share the plan with the LSC and take feedback from the LSC to ensure that the voices of all stakeholders are heard and incorporated into the plan.

**School-Parent Compact (Complete)**

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

Our mission at James H. Bowen High School is to expose students to Post- Secondary options by providing a curriculum that emphasizes reading, writing and speaking as a means to access both college and or career opportunities in an environment that is safe, supportive and set up to enhance individual learning and community empowerment.

**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.**

The school hosts Parent Teacher conferences throughout the year as outlined by the district calendar. We utilize this time to connect with parents and to share student progress. The dates for upcoming report card picks up are as follows:

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

The school will distribute progress reports to all students at five week intervals as indicated on the Chicago Public School Calendar. Parents will also be encouraged to utilize the Parent Portal as a means to monitor their child's progress. During report card pick up we have our technology coordinator create a station to provide support to parents in creating a Parent Portal account. Teachers are also required to make phone calls to parents every week and document those calls in their school phone logs as described in our August meeting where this is presented as a part of our Reach presentation.

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

All staff emails are provided on the schools website. Additionally, teachers make themselves available at each of our regularly scheduled report card pickup already outlined on the CPS calendar. Additionally, teachers may call the main office and leave a message for a teacher if they would like to schedule an appointment. As a school we also host events during the school year that parents are invited to attend i.e. Freshmen Rites of Passage, Sophomore Half Cap and Junior Pinning and or a field trip where possible and adhering to required CPS guidelines.

**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.**

All parents are encouraged to volunteer and must complete the CPS volunteer application so that they are appear on our volunteer list in ODA as required by Chicago Public Schools. This information is shared at the beginning of the school year and over the summer as we do recruitment events.

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

Parents are expected to act as our partners in educating our students. We ask that when we set the expectation that students read a novel per quarter that they then ask about the novels that students are reading and help by reminding students to engage in the learning experiences that we are providing for them to enhance and support their growth in reading which is a major priority for our school. We also ask that when we call to discuss the BAG report i.e. Behavior, Attendance & Grades that parents help us by doing the same and making sure that students do their part as we are all partners in this work.

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

At this time we do have an LSC with parent representatives while we presently do not have quorum given the pandemic. The principals makes it a point to share budget and decision making power with this body to ensure that we are all working together to best meet the needs of our students and families. The school hosts monthly LSC meetings where these conversations occur. Additionally in conjunction with our Alderman's Office the school also has a PTA which also acts as another body an avenue to allow for parent engagement in terms of voicing opinions and helping with important decisions.

**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).**

We are working to create a Student Voice Committee that will meet with the Principal monthly in addition to ensuring that the LSC has a student representative. We believe that it is imperative that all stakeholders including students have a place and a space to share their opinions and views. Their voices and opinions will also be considered when making key decisions about school goals and outcomes.

## **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.**

Goals

1. Increase parental engagement by hosting parent events i.e. Senior Parent Night in Oct, Nov. Dec. Jan. April & May
  2. Monitor parent participation in Report Card Pick Up Events
  3. Advertise available opportunities for parents to engage with the school i.e. celebrations and or to support student presentations.
  4. Share volunteer process information both by mail as at all school events
  5. Ensure that parents are aware and actually sign up to monitor their child using Parent Portal
- Session Topics
1. Monitoring Social Media

- 2. FAFSA Whats That?
- 3. Why Naviance and how you can help?

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

**Account(s)**

**Description**

**Allocation**

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

<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	<b>\$1200.00</b>
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