

Chicago Military Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
05/07/2020	TBD	Review draft Action Items, provide feedback/recommendations and finalize

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)
 - 2 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:** tbd
- 3 - 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** tbd

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** tbd
- 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
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** tbd
- 2 - Balanced Assessment and Grading
 - 2 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
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 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:** tbd
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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:** tbd
- 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
 - 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
 - **Evidence:** tbd

Quality and Character of School Life

- 2 - 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)
 - 2 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:** tbd
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics

- 2 Become informed voters and participants in the electoral process
- 2 Engage in discussions about current and controversial issues
- 2 Explore their identities and beliefs (REQUIRED: OSEL)
- 2 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 1 Experience a schoolwide civics culture
- **Evidence:** tbd
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** tbd
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 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)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** tbd
- 2 - 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).
 - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 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
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** tbd

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	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	2
2	Quality and Character of School Life: Family & Community Engagement	4
2	Quality and Character of School Life: Relational Trust	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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: Physical and Emotional Safety	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	SAT/PSAT Attainment for all priority groups (AA and Latino)
Root Cause 1	Consistent implementation of standards-based instruction (Using Framework)
Area of Critical Need 2	Attendance (all+)
Root Cause 2	Personalized approach to removal of barriers and addition of differentiated equitable supports
Area of Critical Need 3	College Persistence (All + AA Males)
Root Cause 3	school-led support for students who enter 2nd year college/university

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
<p>Vision: College Readiness SAT</p> <p>All 11th grade students can benefit from improved focus on SAT success and college readiness. However, both AA and Latino students have demonstrated (below CPS 50%) percentile.</p>	African American		20.00	30.00
	Latinx		20.00	30.00
<p>Vision: College Readiness PSAT</p> <p>All 9th and 10th grade students can benefit from improved focus on PSAT success and college readiness. However, both AA and Latino students have demonstrated (below CPS 50%) percentile.</p>	Students with IEPs		30.00	35.00
	Latinx		30.00	35.00
<p>Vision: Attendance Rate</p> <p>To be successful and engaged in school, students needs to be present. EL students demonstrate lower than average attendance rate.</p>	Students with IEPs		91.00	92.00
	EL		90.00	91.00
<p>SQRP: College Persistence Rate</p> <p>Gradutes demonstrated higher than CPS average college enrollment rate, but then there</p>	Overall		60.00	70.00
	African American Male		50.00	60.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
is a decline from year 1 to year 2 of college. We want to ensure all students, including AA males, have the supports they need,				
(Blank)				

Required metrics (Highschool) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well Organized					

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...	Provide resources (professional development, time, instructional coaching) to quality professional development on the Framework for Teaching and STEM Standards of Success (Led by ILT)
Then we see...	rigorous, differentiated and standards-based curriculum (domain 1) and instruction (domain 3) implemented
which leads to...	At least 40% of students meeting/exceeding college readiness benchmarks on the PSAT/SAT (YR1), championing equity for Latino and African American students Sustained growth (equal or greater than 50th percentile) year to year in reading and math Students earning a 3.0 GPA (minimum)
Budget Description	Time during and after school day for teachers to engage in PD (through Flex and extended paid time funding) Professional Development vendors and opportunities Professional Development calendar developed with ILT and supported by Office of Teaching and

	Learning as well as STEM Personnel to lead instruction, including STEM Specialist and Assistant Principal
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, Science: Rigorous Tasks, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Design year-long PD plan over the summer to include Framework for teaching (with support of T&L), STEM Standards of Success (with support of Department of STEM), OLCE and ODLSS professional development based on data and teacher choice for identifying focus areas/components. Tags:Instruction, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: Mission Driven Leadership (SSS1) • (Not started) Teachers establish inter-disciplinary, peer-peer observation cycle across grade levels to provide authentic, actionable feedback. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Provide professional development to include trauma-informed instruction and culturally responsive teaching into planning and preparation, with time provided for teachers to collaborate and share-out best practices and strategies. Tags:Equity: Inclusive Partnerships, Equity: Resource Equity, Equity: Targeted Universalism • (Not started) The established mentor program and strive days includes check-in and progress monitoring of students' academic and social-emotional progress. Monitor progress using surveys. Tags:MTSS, OSEL: SEL Instruction • (Not started) Integrate SAT-readiness and preparations each year starting with 9th grade by planning lessons and Checkpoint assessments (with PD) that addresses rigorous instruction include SAT Domains and Dimensions to ensure testing preparation is a part of the learning to compliment consistent, high-quality instruction. Tags: • (Not started) Establish grade-level and department meeting planning time to address Instruction and student learning outcomes related to SAT and 3.0 GPAs. Tags: • (Not started) Our school team (ELPT and Case Manager) will collaborate with OLCE and ODLSS to participate in walk thru (including formal Instructional Core

	<p>Effectiveness ICE walks and informal classroom visits) and provide feedback to improve practice that supports EL and DL students.</p> <p>Tags:</p>
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Strategy 2

If we do...	Adopt the School Counseling and Post Secondary Advising "Post-Secondary Framework" as part of the students' school day for all four years (Led by PLT)
Then we see...	teachers and staff providing Tier I school activities to deliver core curriculum lessons, individual learning plans, and school-wide events to help match students with viable college- and career-path opportunities
which leads to...	70% Students enrolling and persisting in college, monitoring and supporting progress rates of African American Males 100% of students with a viable post secondary plan through learn plan success Students participating in Early Career opportunities internships
Budget Description	College (and career level) advanced courses and resources for Dual Credit, Dual Enrollment, AP and ETC Technology to support post-secondary work Supports that follow students while they are in HS as well as after HS, such as imentor
Tags	Transitions, College & Career Access, & Persistence, ECCE: Early College, ECCE: Early College STEM Schools, OSCPA: College and Career Readiness, STE(A)M Schools: STE(A)M Career Pathways (SSS6)
Action steps	<ul style="list-style-type: none"> • (Not started) Develop plan for incorporation of college and career planning lessons during school day (biweekly-monthly) using Naviance and imentor Tags:Transitions, College & Career Access, & Persistence, ECCE: Early College, OSCPA: College and Career Readiness • (Not started) Lunch College Advisory Group: 9-11th grade students will meet twice a month during lunch in the Freshman Drill Hall. Examples of the Advisory Group setting: Making sure that students know which high school courses are required by colleges, and that they are taking the right classes as early as the ninth grade. Identifying their interests ? likes and dislikes ? not just in classes but also in every subject area provided by the school. Moreover, providing assistance and guidance for PSAT* and/or SAT Prep*, establishing goals for high scores early on starting at the 9th grade. *Using College Board Resources Tags:OSCPA: Academic Advising, OSCPA: College and Career Readiness, OSCPA: Postsecondary Pathway Advising & Planning • (Not started) Classroom Instruction: Provide instruction and/or curriculum that aligns to college preparatory activities and support this task using the resources of the Lunch Advisory Group (starting from the 9th grade). PD's can be offered

throughout the year by staff members in order to build a school-wide initiative in providing College Preparatory instruction (All grade-levels).

Tags:Curriculum, Instruction, ECCE: Early College, OSCPA: College and Career Readiness

- (Not started) College Fairs: At all grade-levels, teachers and students, including the Lunch Advisory Group will work together as part of their curriculum to prepare for meaningful interviews with college representatives.

Tags:Curriculum, ECCE: Early College, OSCPA: College and Career Readiness, OSCPA: Learn.Plan.Succeed.

- (Not started) Year-end College Research Project: Grades 9-11 will complete a College Research Project which includes writing an MLA and/or APA paper using different college related topics for each grade-level. 9th Grade: Student College Preparatory Basics (101): Students will learn the importance of the PSAT (SAT), a good GPA, building positive relationships with teachers and becoming strong and effective writers & researchers. 10th Grade - SEL: Students will research what college best fits their personal needs, ideas of campus life, and academic requirements (ex. EL, IEP, etc). Also, making sure that students think about college life and focusing on themselves (ex. SEL, etc). 11th Grade - Career Focus: Selecting the right college that best aligns to their college major and career choice.

Tags:Curriculum, Instruction, ECCE: Early College, OSCPA: College and Career Readiness, OSCPA: Learn.Plan.Succeed., OSEL: SEL Instruction, SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) Partnering with Parents and Family for STEM and College Success: In terms of building a community within the school and parent/teacher relationships, investing time in building a partnership with parents and family is a key component to college success for the student. Staff members (admin/teachers and/or other support staff) will work together to create informational programs designed for family engagement all 4-years of their high school career. This includes STEM nights early in the school year regarding technology and the use of online communication tools for parents and staff communications. Moreover, these informational sessions will include topics that pertain to College and Career Readiness in grades 9-12. Lastly, CMAB will focus on having a mentor for each student that monitors SEL and academic progress all 4-years.

Tags:ECCE: Early College, MTSS: Family and Community Engagement, OSCPA: College and Career Readiness

- (Not started) Utilize program resources (iMentor, Office of Post Secondary, Naviance LPS, Chicago Scholars) available to help with college exploration, college persistence, and college enrollment. Think of school programs as well (NHS).

Tags:ECCE: Career and Technical Education, ECCE: Early College STEM Schools, OSCPA: College and Career Readiness, OSCPA: Social/Emotional Support

Strategy 3

If we do...	Establish a robust mentoring and leadership program for students (Tier I) that includes JROTC, teacher, student leaders and families (Led by SELLT)
Then we see...	Staff and student leaders partnering with parents to apply supportive, restorative, equitable tier 1, 2 and 3 supports (in and outside of the classroom and school day)
which leads to...	all students attending school (93%+ rate) and decrease in truancy rates increased attendance (93%+) for priority groups including Diverse Learners and Diverse Learners 5Essentials Survey rated "Strong" for "Supportive Environment" and "Relational Trust" Metrics for S-T, S-S Decrease in SCC violations and OSS rate Increased parental involvement through PAC and BOG/ALSC meeting participation
Budget Description	schedule that allow for regular mentoring/leadership during the school day Training for SEL and restorative practices Personnel to help lead restorative practices and support students' SEL development Before/after school programs to boost attendance and engagement
Tags	Relational Trust, Supportive and Equitable Approaches to Discipline, ODLSS: Instructional Quality, OLCE, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy, STE(A)M Schools: Family & Community Engagement (SSS7)
Action steps	<ul style="list-style-type: none"> • (Not started) Assign students mentors (JROTC+grade level teacher+student leaders) and develop year-long schoolwide mentoring plan (monthly). Assign additional support personnel to tier 3 students and ELs Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (Not started) Establish quarterly Family Nights with STEM focus to increase parent participation over time with resources and incentives for families. Tags:STE(A)M Schools: Family & Community Engagement (SSS7) • (Not started) Provide training that addresses technology and student learning strategies through Parent University. Tags:FACE2: Parent Engagement • (Not started) Hold STEM Openhouse for Makerspace introducing them to resources on different events. Tags:FACE2: Parent Engagement, FACE2: Title 1 PAC, STE(A)M Schools: Family & Community Engagement (SSS7) • (Not started) Establish Parent Engagement Team to come up with events and parent and community involvement opportunities. For example: International Night, Honor Roll Breakfast, Student Achievement Nights

	<p>Tags:FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC</p> <ul style="list-style-type: none"> • (Not started) Utilize program resources (iMentor, Office of Post Secondary, Naviance LPS, Chicago Scholars) available to help with college exploration, college persistence, and college enrollment. Think of school programs as well (NHS). <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish a peer-to-peer cadet-led mentoring program including upperclassmen mentoring underclassmen to boost student-student accountability and respect school-wide. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) PBIS and Military Model - structured, clear, and consistent protocols to include celebrations towards improvement of school culture. Establish clear and defined reasons for merit/demerit system. Base line school-wide protocols, all students know the expectations while in the school. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Professional Development for staff about building culture and climate within their classroom. Professional Development to build culture and climate among staff. Working to build the trust among staff to improve collaboration towards our goals for the school and each other. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop and implement a class leader model to develop leadership skills of students, and supports teachers with the execution of the class leader model. <p>Tags:</p>
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Action Plan

Strategy 1

Design year-long PD plan over the summer to include Framework for teaching (with support of T&L), STEM Standards of Success (with support of Department of STEM), OLCE and ODLSS professional development based on data and teacher choice for identifying focus areas/components.

Jun 01, 2021 to Jun 01, 2021 - ILT, STEM Specialist

Teachers establish inter-disciplinary, peer-peer observation cycle across grade levels to provide authentic, actionable feedback.

Aug 21, 2020 to Oct 01, 2020 - ILT

Provide professional development to include trauma-informed instruction and culturally responsive teaching into planning and preparation, with time provided for teachers to collaborate and share-out best practices and strategies.

Aug 21, 2020 to Oct 01, 2020 - SELT

The established mentor program and strive days includes check-in and progress monitoring of students' academic and social-emotional progress. Monitor progress using surveys.

Aug 21, 2020 to Oct 01, 2020 - STEM Specialist/Instructional Coach

Integrate SAT-readiness and preparations each year starting with 9th grade by planning lessons and Checkpoint assessments (with PD) that addresses rigorous instruction include SAT Domains and Dimensions to ensure testing preparation is a part of the learning to compliment consistent, high-quality instruction.

Jun 21, 2021 to Jun 21, 2021 - ILT

Establish grade-level and department meeting planning time to address Instruction and student learning outcomes related to SAT and 3.0 GPAs.

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Our school team (ELPT and Case Manager) will collaborate with OLCE and ODLSS to participate in walk thru (including formal Instructional Core Effectiveness ICE walks and informal classroom visits) and provide feedback to improve practice that supports EL and DL students.

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Strategy 2

Develop plan for incorporation of college and career planning lessons during school day (biweekly-monthly) using Naviance and imentor

Jul 01, 2020 to Aug 14, 2020 - Led by counseling in collaboration with teachers, JROTC instructors, and imentor

Lunch College Advisory Group: 9-11th grade students will meet twice a month during lunch in the Freshman Drill Hall. Examples of the Advisory Group setting: Making sure that students know which high school courses are required by colleges, and that they are taking the right classes as early as the ninth grade. Identifying their interests ? likes and dislikes ? not just in classes but also in every subject area provided by the school. Moreover, providing assistance and guidance for PSAT* and/or SAT Prep*, establishing goals for high scores early on starting at the 9th grade.

*Using College Board Resources

Sep 07, 2020 to Jun 18, 2021 - STEM Specialist and Instructional Coach, Teachers, Support Staff

Classroom Instruction: Provide instruction and/or curriculum that aligns to college preparatory activities and support this task using the resources of the Lunch Advisory Group (starting from the 9th grade). PD's can be offered throughout the year by staff members in order to build a school-wide initiative in providing College Preparatory instruction (All grade-levels).

Sep 07, 2020 to Jun 18, 2021 - STEM Specialist and Instructional Coach, Teachers, Support Staff

College Fairs: At all grade-levels, teachers and students, including the Lunch Advisory Group will work together as part of their curriculum to prepare for meaningful interviews with college representatives.

Sep 07, 2020 to Jun 18, 2021 - STEM Specialist and Instructional Coach, Teachers, Support Staff, Counselor

Year-end College Research Project: Grades 9-11 will complete a College Research Project which includes writing an MLA and/or APA paper using different college related topics for each grade-level. 9th Grade: Student College Preparatory Basics (101): Students will learn the importance of the PSAT (SAT), a good GPA, building positive relationships with teachers and becoming strong and effective writers & researchers. 10th Grade - SEL: Students will research what college best fits their personal needs, ideas of campus life, and academic requirements (ex. EL, IEP, etc). Also, making sure that students think about college life and focusing on themselves (ex. SEL, etc). 11th Grade - Career Focus: Selecting the right college that best aligns to their college major and career choice.

Sep 07, 2020 to Jun 18, 2021 - STEM Specialist and Instructional Coach, Teachers, Support Staff

Partnering with Parents and Family for STEM and College Success: In terms of building a community within the school and parent/teacher relationships, investing time in building a partnership with parents and family is a key component to college success for the student. Staff members (admin/teachers and/or other support staff) will work together to create informational programs designed for family engagement all 4-years of their high school career. This includes STEM nights early in the school year regarding technology and the use of online communication tools for parents and staff communications. Moreover, these informational sessions will include topics that pertain to College and Career Readiness in grades 9-12. Lastly, CMAB will focus on having a mentor for each student that monitors SEL and academic progress all 4-years.

Sep 07, 2020 to Jun 18, 2021 - STEM Specialist and Instructional Coach, Teachers, Support Staff, Counselor

Utilize program resources (iMentor, Office of Post Secondary, Naviance LPS, Chicago Scholars) available to help with college exploration, college persistence, and college enrollment. Think of school programs as well (NHS).

Sep 07, 2020 to Jun 18, 2021 - Post Secondary Committee, Counseling Dept.

Strategy 3

Assign students mentors (JROTC+grade level teacher+student leaders) and develop year-long schoolwide mentoring plan (monthly). Assign additional support personnel to tier 3 students and ELs

Jul 01, 2020 to Aug 14, 2020 - JROTC with support from YIS and BHT

Establish quarterly Family Nights with STEM focus to increase parent participation over time with resources and incentives for families.

Aug 03, 2020 to Oct 01, 2020 - STEM Program Manager, Instructional Specialist, STEM Committee

Provide training that addresses technology and student learning strategies through Parent University.

-

Hold STEM Openhouse for Makerspace introducing them to resources on different events.

-

Establish Parent Engagement Team to come up with events and parent and community involvement opportunities. For example: International Night, Honor Roll Breakfast, Student Achievement Nights

-

Utilize program resources (iMentor, Office of Post Secondary, Naviance LPS, Chicago Scholars) available to help with college exploration, college persistence, and college enrollment. Think of school programs as well (NHS).

-

Establish a peer-to-peer cadet-led mentoring program including upperclassmen mentoring underclassmen to boost student-student accountability and respect school-wide.

- JROTC, Student Voice Committee, NHS

PBIS and Military Model - structured, clear, and consistent protocols to include celebrations towards improvement of school culture. Establish clear and defined reasons for merit/demerit system. Base line school-wide protocols, all students know the expectations while in the school.

- JROTC, YIS, TBD personnel to help support SEL

Professional Development for staff about building culture and climate within their classroom. Professional Development to build culture and climate among staff. Working to build the trust among staff to improve collaboration towards our goals for the school and each other.

- SELLT

Develop and implement a class leader model to develop leadership skills of students, and supports teachers with the execution of the class leader model.

Aug 24, 2020 to Oct 01, 2020 - JROTC Dept

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.

Chicago Military Academy at Bronzeville uses both qualitative and quantitative data to identify areas of need using CPS metrics, including metrics relating to the PSAT9 PSAT10 and SAT State Exam in reading and math.

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

Chicago Military Academy at Bronzeville implements a tiered approach to instruction using standards-based instruction aligned to state standards, including Common Core and Next Generation Science Standards. Students not yet meeting proficiency are offered Tier II and Tier III MTSS supports to help remove barriers to success and improve academic performance.

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.

Chicago Military Academy at Bronzeville utilize the Framework for Teaching (FFT) as well as the STEM Standards of Success, both based on scientifically-based research, to improve teaching and learning schoolwide. CMA-B also identifies specific support for student groups, including those who are identified at homeless (STLS), English Learners (EL), Diverse Learners (DL).

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).

Chicago Military Academy at Bronzeville implements multiple mentoring programs for all students as well as those not meeting state achievement standards. Counseling services, JROTC leadership training, post-secondary lessons, and supplemental tutoring are available for students.

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

Chicago Military Academy at Bronzeville collaborates with the District and other state organizations like Golden Apple to interview and retain talented, highly qualified teachers. CMA-B also participates in hiring fairs annually to bring candidates to the interview team.

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.

Chicago Military Academy at Bronzeville will partner with the CPS Office of Teaching and Learning and Equity Office to provide high-quality professional development and resources to teachers and staff to positively impact teaching and learning.

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

Chicago Military Academy at Bronzeville will hold quarterly STEM Families Nights to engage parents and increase parental involvement. Funds are set aside to promote parent/family participation, engagement, and training for SY 2020-2021. Our 2020-2022 CIWP identifies more detailed action steps to boost parent/family partnerships.

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 to middle or high school buildings.

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.

Chicago Military Academy at Bronzeville teachers join professional learning communities (PLCs, including the ILT) and school committees (PPC and PPPC) to provide recommendations and develop the assessment plan to improve student achievement schoolwide.

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.

Chicago Military Academy at Bronzeville offers students with assistance during the school days through quarterly "Strive Days" and after/before schools via tutoring.

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.

Chicago Military Academy at Bronzeville staff and administration will continue to closely collaborate with CPS (Talent, FACE2, OSEL, OSCPA, STEM) and external partners (Peer Health, Brightstar, imentor) to ensure we meet state and federal guidelines and provide resources regarding the aforementioned programs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Principal will review and collaborate on this plan during the annual PAC Organizational meeting. Part of the work will be done during the State of the School address shared in the fall and spring each school year.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Tentative dates for both the Title I Meeting and PAC Organizational Meeting over the summer are to be determined during the covid-19 closure.

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.

These suggestions will be brought to the table at monthly PAC Meetings. In addition, parents and families are encouraged to complete the 5E annual survey during Q3 report card pick up for both SY20 and SY21. Our school will use the data/responses to better help us develop our CIWP.

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.

Quarterly report cards (10-week mark) and progress reports (5-week mark) are sent out. Parents also get a copy of the NMSQT/PSAT/SAT assessment results in the fall and spring each year.

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

We do not assign teachers to courses if they are not listed as highly qualified. If this is the case we would notify them in writing.

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.

Quarterly report cards and progress reports are sent out. Also PSAT/SAT performance reports are sent to parents. In addition, we review SAT/PSAT information during fall registration/orientation. This is also discussed and resources will be shared during monthly PAC meetings.

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.

CMA-B will hold quarterly STEM Family Nights to review aforementioned elements. Additional recommendations discussed and AFTER collaborating with parents, a plan will be established. Also, we have secured "Parent Handbooks" for parents with information and resources to support their children's academic success. Parents have access to a PAC Office directly across from Office 119 with a desktop and online access.

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

During professional development time at the start of the school year, we will address Family and Community Engagement as our CIWP priorities (one of four). This is part of the professional responsibilities reviewed with staff annually. Teachers will have the opportunity to build relationships

with families during STEM Family Nights. Also, this will be addressed the week leading up to parent-teacher conferences.

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.

We will promote and share high school appropriate CPS FACE2 opportunities for parents and families of high school students.

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.

Information will be shared in clear, parent-friendly language verbally and in writing weekly vial the Weekly Newsletter quarterly via the principal's parent letters. In addition, the website, social media accounts, and online calendar is regularly updated to provide parents with information related to family programs, meeting and other activities. If needed, we can also share information with parents in a language other than English.

Policy Implementation Activities

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

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

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

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

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

na

School-Parent Compact (Complete)

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

Mission: The Chicago Military Academy at Bronzeville mission is to prepare cadets for college and postsecondary success through a rigorous and relevant, technologically infused college preparatory

curriculum. With the military model providing a culture and structure for social, emotional and academic success, cadets develop leadership and applied academic skills.

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

Parent/Family-teacher conferences will be held November 19, 2020 April 22, 2021.

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

Progress reports are mailed home for school year 2020-2021 during the 5th, 15th, 25th and 35th weeks of school. Grades are also accessible online via Parent Portal.

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

Beyond the Parent/Family-teacher conferences that will be held November 19, 2020 April 22, 2021, parents have access to all teachers and staff via our website. On our "contact page" stakeholders can email faculty and staff directly.

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.

Info is shared via our website, parent handbook, and in person during the start of the year parent/student orientations. Volunteer candidates may see the Main Office for the official volunteer CPS procedures.

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

This will be done via Parent Portal (Gradebook).

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

This will be done during BOG and PAC meetings.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Cadet Leadership is established annually, and they assist with goals and projects associated with academic achievement. Also, there is a Cadet Advisory Board (CAB) and the new Student Voice Committee (SVC) that also advised the principal on student achievement and other matters.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to

increase student academic achievement through parental and family engagement involvement; specify your goals.

Increased parental involvement through PAC and BOG/ALSC meeting participation by 50% each quarter.
 August 2020: Parent/Student Orientation -Introduce and remind parents of their role, and the role of the PAC in supporting student achievement.
 September 2020: Parent Nights: Secure a contact mailing list and update phone numbers to keep parents informed of school activities, PAC goals/meetings, and other information to support student achievement.
 September 2020: PAC Meeting 1: Establish PAC goals and training preferences for SY2020-2021.
 April 2019: Discuss/approve PAC proposed parental involvement budget with both PAC and BOG.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1200.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00

53510	Postage Must be used for parent and family engagement programs only.	\$195.00
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 be used only by parents.	\$0.00