

Eugene Field Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Adrian Dobbins	Principal	asdobbins@cps.edu	Has access
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Kali Diggs	DL Teacher	kdiggs@cps.edu	No Access
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Hillarie Green	ELA Teacher	hpgreen@cps.edu	No Access
Marjorie Garfinkel	Counselor	mgarfinkel@cps.edu	No Access
Catherine Shula	DL Teacher/Case Manager	cmshula@cps.edu	No Access

Team Meetings

Date	Participants	Topic
02/20/2020	James Hooker, Cynthia Williams, Kali Diggs, Helen Ruble, Maria Paz-Bustos, Adrian Dobbins	Areas of Critical Needs and Goals
01/30/2020	James Hooker, Cynthia Williams, Kali Diggs, Helen Ruble, Maria Paz Bustos, Adrian Dobbins, Cynthia Williams	Select Team & Rate SEF
02/06/2020	James Hooker, Cynthia Williams, Kali Diggs, Helen Ruble, Maria Paz-Bustos, Kevin Russell, Laura Massier	Identifying areas of critical areas of need and goals
02/20/2020	James Hooker, Cynthia Williams, Kali Diggs, Helen Ruble, Maria Paz Bustos, Adrian Dobbins, Cynthia Williams, Kevin Russell, and Laura Massier	Identifying areas of critical areas of need and goals

Date	Participants	Topic
02/27/2020	Cynthia Williams, Adrian Dobbins, Kali Diggs, Helen Ruble, Maria Paz Bustos, Kevin Russell, Laura Massier	Root cause analysis for critical areas of need
03/12/2020	Cynthia Williams, Adrian Dobbins, Kali Diggs, Helen Ruble, Maria Paz-Bustos, Kevin Russell, Laura Massier	Root cause analysis for critical areas of need
04/02/2020	Cynthia Williams, James Hooker, Kali Diggs, Helen Ruble, Maria Paz-Bustos, Kevin Russell, Laura Massier, Hillarie Green	Strategies
04/16/2020	Cynthia Williams, James Hooker, Kali Diggs, Helen Ruble, Maria Paz Bustos, Isaac Williams, Kevin Russell, Laura Massier, Hillarie Green	Strategies, Actions Steps for Theories of Action, Tag CO, resources needed
04/23/2020	Cynthia Williams, James Hooker, Kali Diggs, Helen Ruble, Maria Paz-Bustos, Hillarie Green, Kevin Russell, Laura Massier	Strategies, Action steps for Theories of Action, Tag CO, resources needed
01/30/2020	Dobbins, C. Williams,	SE
02/06/2020	Dobbins, C. Williams, Paz-Bustos, Diggs, Shula	SEF Priority selection
03/12/2020		
05/08/2020	C. Williams, Khatira Khan, Francisca Martinez	

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 2 Employ the skills to effectively manage change
- 3 Make "safe practice" an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 4 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
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 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
 - 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
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 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
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 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)
 - 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)
 - 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)
 - 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)
- 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)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 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)
- 2 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 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
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 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)
 - 2 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

- 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)
- 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)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 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)
 - 2 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: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Math growth for EL and DL students 5-8th grade
Root Cause 1	Data is minimally utilized to inform instruction to provide students with personalized, equitable access to learning opportunities to meet their Math academic goals. A) People are not comfortable/knowledgeable access various data points. B)Time consuming C) Mindset--more enabling than problem solving driven D)Unclear systems of how to utilize the data
Area of Critical Need 2	Reading and Math Attainment for overall population and EL students
Root Cause 2	Formative feedback and assessment are aligned/targeted to meet students' academic needs. Students are not provided adequate feedback to progress learning. A) Lack of understanding/experience with differentiating learning activities. B) Adequate use of planning time C) Lack of experience with progress monitoring with a standardized tool. D) Teacher collaboration and long term planning
Area of Critical Need 3	Students' SEL needs are not adequately supported
Root Cause 3	Lack of effective relationship building between students and teachers (students unsafe emotionally). A) Inconsistent implementation of school wide protocols and procedures. B)Lack of formal CHAMPs/PBIS training C) Ineffective/no implementation of Restorative Practices with students, despite teacher training. D)Uneven focus on academic and SEL needs. E) Inconsistent/uneven use of Learner Profiles and conferencing opportunities to build knowledge of students.

[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.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) Based on our SQRP data Math is an area of challenge for our school. If we intentionally focus on implementing successful programs and strategies, growth in Math should be evident.	EL		65.00	67.33
	Students with IEPs		52.89	58.08
Vision: NWEA Attainment G2-8 (Reading) We have less than 50% of our students at or above level with Reading. In thinking about high school, college and career readiness success rate, if we have more students that are graduating 8th grade at/above level, the more likely they will be in high school and post secondary endeavors.	Overall		64.91	68.56
	Students with IEPs		57.86	61.71
Vision: NWEA Attainment G2-8 (Math) We have less than 50% of our students at or above level with Math. In thinking about high school, college and career readiness success rate, if we have more students that are graduating 8th grade at/above level, the more likely they will be in high school and post secondary endeavors.	Overall		64.09	66.73
	EL		60.53	63.93
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey Based on 5-Essentials student data trends over the past three(3) years, students report feeling unsafe in classrooms, corridors, bathrooms and the neighborhood at large. Students also reported not feeling fully supported by teachers; specifically as it pertains to teachers keeping their promises and treating them respectfully in the school. Student-teacher trust was rated as "weak" and student safety was rated as "very weak".</p>				75.00	90.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	implementation of SEL strategies learned through professional development and provide opportunities for student voice
Then we see...	stronger classroom culture & climate and more positive student-staff relationships
which leads to...	greater student success as relates to an increased number of students on track, fewer discipline referrals and improved 5Essential scores for supportive environment.
Budget Description	On going SEL PD: CHAMPS, Restorative Practices--talking circles, restorative conversations, PBIS training.
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) School wide differentiated SEL training for staff. CHAMPS PBIS Restorative Practices: Talking Circles and Restorative Conversations Professional development opportunities will be based upon teacher experience, a google doc survey (at beginning of year) will be used to garner this information about staff training needs. MOS: (measure of success): training completion and decreased number of discipline referrals, i.e. ASPEN Verify referrals, counseling/social worker (Tier 1) referrals .

	<p>Tags:Instruction, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Monthly SEL PLC (professional learning community) to discuss and action plan on how to meet students' academic and SEL needs. PLCs will specifically focus on how students' learning profiles are used in teachers' planning and instructional delivery/engagement to support students' individual learning needs & preferences. MOS: Tracking SEL PLC attendance participation and increase of students on-track. <p>Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Create and have students participate in completing Learner Profiles (by end of September 2020) and participate in student-teacher conferences quarterly (6th week after progress report distribution. MOS: Increased number of students on track. <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Create student voice committee to meet monthly to discuss students' needs, school and classroom climate, as it relates to academic and SEL progress. MOS: Increase in supportive environment rating from 5Essentials Survey. <p>Tags:</p>
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Strategy 2

If we do...	analyze varying data points and divide students into flexible groups to provide appropriate and rigorous instruction.
Then we see...	students engaged in Math activities germane to their instructional levels, learning styles and interests.
which leads to...	students meeting and or exceeding their Math growth targets on the NWEA assessment.
Budget Description	Professional development Learning opportunities for teachers centered around analysis of data and action planning Utilizing choice menus during instruction
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Professional learning for teaching staff focused on how to interpret NWEA, IEP goals, and ACCESS data. Measure of Success (MOS): Completion of reflection form and next steps for implementation of learning.

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Administer NWEA Reading and Math assessment to all students in Fall of 2020 to obtain baseline data. MOS: 100% completion rate with scores for all students. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Review and refine content area scope and sequence (reading and math) to reflect grade level CCSS, as well as IEP considerations and ACCESS language competencies/problem solving. MOS: Completion of Scope and Sequence <p>Tags:Instruction, Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) Build teacher competency and knowledge base with Math resources being utilized---learning will include Math general education teachers, EL and DL teachers. Training will include GoMath (resources), BlueStreak Math, Khan Academy and math strategies via District professional learning and/or Loyola partnership. This will be ongoing training for the two year time frame of the CIWP. MOS: Utilization of resources--evidence illustrated in lesson plans and daily instruction. <p>Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Build teacher professional knowledge and competency with utilizing Personalized Learning via the Learner Profiles and choice menus and plan instruction around NWEA, IEP goals, and ACCESS data. MOS: Evidence of use of learner profiles and choice menus via reflection and next steps and observation of tool implementation during instruction. <p>Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Quarterly "deep dive" data analysis working sessions--analysis of IEP, EL and small group goals. Review and revise small groups for instruction/support for NWEA RIT band goals. Teacher will utilize rubric (created by ILT team) to assess if student placement in small groups are accurate. MOS: Updated small groups based on data analysis. <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Personalized Learning: Learner Focused</p>
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Strategy 3

If we do...	create structures for teacher collaboration focused on high quality, differentiated tasks and provide effective and timely feedback to students
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Then we see...	increased student ownership and engagement in activities that support rigor and productive struggle in both reading and math
which leads to...	increased numbers of students reaching attainment in reading and math
Budget Description	Professional learning and engagement around small group instruction Resources to support students who are at or above grade level in reading and math
Tags	Instruction, Personalized Learning: Learner Agency
Action steps	<ul style="list-style-type: none"> • (Not started) Introduce protocol for school wide small group instruction expectation--weekly frequency, types and levels of engagement (i.e. portfolios, choice menus, etc.). Measure of Success (MOS): Quarterly teacher small group schedules with activities Tags:Instruction • (Not started) Implement 2-3 week progress monitoring tool for formative assessments. MOS: Completion of, and roll out of progress monitoring tool (for all students, but special attention to EL and DL student progress). Data from PM tool will be utilized to better align instructional goals to increased student outcomes. Tags:Instruction • (Not started) Create teacher directed bi-weekly meeting calendar. This structured meeting time will focus on analysis of student activities/formative assessment & results. MOS: Evidence of calendar for SY21 (Sept-June). Tags:Instruction • (Not started) Instructional professional development centered around reading and math strategies and activities for students close to, at or above grade level. PD focused on DOK level 3 & 4, critical thinking through writing, inquiry based/project based activities w/rubrics. Professional learning with take place throughout duration of CIWP. MOS: Evidence of attendance, with reflection and next steps, share out with data of success of strategies when appropriate. Tags:Instruction • (Not started) Support student learning with CSI academic programming. Create more opportunities for student exposure to college and career readiness tracks (Loyola). MOS: Student attendance and engagement (CSI surveys) Tags:Instruction

Action Plan

Strategy 1

School wide differentiated SEL training for staff. CHAMPS PBIS Restorative Practices: Talking Circles and Restorative Conversations Professional development opportunities will be based upon teacher experience, a google doc survey (at beginning of year) will be used to garner this information about staff training needs. MOS: (measure of success): training completion and decreased number of discipline referrals, i.e. ASPEN Verify referrals, counseling/social worker (Tier 1) referrals .

Aug 24, 2020 to Dec 31, 2020 - Administration Counselor Social Worker

Monthly SEL PLC (professional learning community) to discuss and action plan on how to meet students' academic and SEL needs. PLCs will specifically focus on how students' learning profiles are used in teachers' planning and instructional delivery/engagement to support students' individual learning needs & preferences. MOS: Tracking SEL PLC attendance participation and increase of students on-track.

Aug 01, 2020 to Jun 30, 2021 - Counselor Teachers Administration Social worker

Create and have students participate in completing Learner Profiles (by end of September 2020) and participate in student-teacher conferences quarterly (6th week after progress report distribution. MOS: Increased number of students on track.

Aug 24, 2020 to Sep 30, 2020 - Teachers PL support team Counselor Social Worker Administration

Create student voice committee to meet monthly to discuss students' needs, school and classroom climate, as it relates to academic and SEL progress. MOS: Increase in supportive environment rating from 5Essentials Survey.

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Strategy 2

Professional learning for teaching staff focused on how to interpret NWEA, IEP goals, and ACCESS data. Measure of Success (MOS): Completion of reflection form and next steps for implementation of learning.

Aug 02, 2020 to Oct 30, 2020 - Administrative Team Teacher leaders--EL and DL Teams

Administer NWEA Reading and Math assessment to all students in Fall of 2020 to obtain baseline data. MOS: 100% completion rate with scores for all students.

Sep 01, 2020 to Oct 02, 2020 - Administration Team Counselor Teachers

Review and refine content area scope and sequence (reading and math) to reflect grade level CCSS, as well as IEP considerations and ACCESS language competencies/problem solving. MOS: Completion of Scope and Sequence

Jul 01, 2020 to Aug 28, 2020 - Teacher leaders Teachers Administration

Build teacher competency and knowledge base with Math resources being utilized--learning will include Math general education teachers, EL and DL teachers. Training will include GoMath

(resources), BlueStreak Math, Khan Academy and math strategies via District professional learning and/or Loyola partnership. This will be ongoing training for the two year time frame of the CIWP. MOS: Utilization of resources--evidence illustrated in lesson plans and daily instruction.

Aug 24, 2020 to Jun 30, 2022 - AP Williams Math Teachers--gen ed, EL and DL

Build teacher professional knowledge and competency with utilizing Personalized Learning via the Learner Profiles and choice menus and plan instruction around NWEA, IEP goals, and ACCESS data. MOS: Evidence of use of learner profiles and choice menus via reflection and next steps and observation of tool implementation during instruction.

Jul 01, 2020 to Jun 30, 2021 - PL team (Kevin, Laura) Teachers (Gen Ed, EL and DL) Administration

Quarterly "deep dive" data analysis working sessions--analysis of IEP, EL and small group goals. Review and revise small groups for instruction/support for NWEA RIT band goals. Teacher will utilize rubric (created by ILT team) to assess if student placement in small groups are accurate. MOS: Updated small groups based on data analysis.

Sep 01, 2020 to Jun 30, 2021 - Administrative team ILT team PL team Teachers--gen ed, EL and DL

Strategy 3

Introduce protocol for school wide small group instruction expectation--weekly frequency, types and levels of engagement (i.e. portfolios, choice menus, etc.). Measure of Success (MOS): Quarterly teacher small group schedules with activities

Aug 24, 2020 to Jun 23, 2021 - Administration ILT

Implement 2-3 week progress monitoring tool for formative assessments. MOS: Completion of, and roll out of progress monitoring tool (for all students, but special attention to EL and DL student progress). Data from PM tool will be utilized to better align instructional goals to increased student outcomes.

Jul 01, 2020 to Aug 28, 2020 - ILT Team

Create teacher directed bi-weekly meeting calendar. This structured meeting time will focus on analysis of student activities/formative assessment & results. MOS: Evidence of calendar for SY21 (Sept-June).

Aug 24, 2020 to Aug 28, 2020 - Administrative team ILT team

Instructional professional development centered around reading and math strategies and activities for students close to, at or above grade level. PD focused on DOK level 3 & 4, critical thinking through writing, inquiry based/project based activities w/rubrics. Professional learning with take place throughout duration of CIWP. MOS: Evidence of attendance, with reflection and next steps, share out with data of success of strategies when appropriate.

Jul 01, 2020 to Jul 29, 2022 - Administration Teachers PL support teams CSI team (Loyola)

Support student learning with CSI academic programming. Create more opportunities for student exposure to college and career readiness tracks (Loyola). MOS: Student attendance and engagement (CSI surveys)

Jul 01, 2020 to Jun 30, 2022 - CSI team

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.

Staff participates in data deep dives throughout the year.
Entire school community invited to Open House, State of the School, Principal's Meeting to discuss school as it relates to student achievement and CCSS and other metrics.

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

Small group instruction foci within Reading and Math content.
Extended learning opportunities for EL, DL and other students to meet or exceed growth targets on NWEA or increase attainment.

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.

Small group, differentiated instruction (based on varying points of data IEPs, ACCESS and NWEA data and other forms of information).
Personalized learning--learner profiles, choice menus.

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).

Using tech platforms to support foundational skills, i.e. Bluestreak math, Go Math and other online resources.
Providing extended support before and afterschool support for EL and DL students, as well as other students below the 30th percentile.

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

Week of training to "learn" the ins and outs of school--administrative tasks, expectations, "Q & A"
New teacher/staff mentor (weekly 1st quarter), (monthly subsequent quarters).
Monthly teacher appreciation and shout out.
Administrator open office hours to support all staff.

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.

PD opportunities are based on CIWP and include both academic and SEL foci for all stakeholders.

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

Consistent communication, marketing--via robo calls/emails, flyers.
Incentives for activity participation i.e. Family Literacy/Math night, open house, Holiday assemblies, International night etc.

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.

N/A

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.

Teacher vote on assessment plan for the school year.

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.

Small group instruction to focus on areas of development.
Extended learning programming--before or after school programming.

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.

Counselor ensures student and families are invited to participate in varying activities to support all aforementioned topics--SEL, academic--college to careers workshops and professional development. Utilizing our PAC and BAC to support parents with skills to become more effective with assisting children and improving their lives.

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.

The school will send surveys home to parents at the onset of the school year to gather parental input about their expectations of the school. Additionally, quarterly meetings with administration will be held to discuss ways that parents can work more collaboratively with administration, teachers and staff in the daily operation of the school.

The school will also use BAC and PAC meetings to increase opportunities to discuss the programs occurring at the school both in the classroom and during after school, extra curricular classes. The school will work with the CSI Parent Outreach coordinator to communicate with parents; which will include conducting parent surveys, telephone calls and mail correspondence. This outreach will inform parents about programs taking place in the school and to solicit input about programs and activities parents would like to see included in the school.

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

The Title I Annual Meeting is scheduled for September ___ 2020 at 9:30 am. The Title 1 PAC Organizational Meeting is scheduled for September __, 2020 at 10:30 am. Additionally, subsequent PAC meeting will be added to the SY 2020-2021 calendar .

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.

Eugene Field will offer flexible meeting times in order to afford parents the opportunity to attend monthly LSC, PAC and BAC meetings throughout the school year. These meetings will provide an opportunity for parents to participate in decisions related to the education of their children. To increase the school's parental outreach, Field School will advertise meeting times and dates on the school's marquee, create a school calendar listing school activities, post meeting dates on the school's website and other social media outlets (Facebook)and generate automated telephonic calls to announce meeting dates and times.

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.

The school will provide parents with reports of district-wide and state assessments in a format that is understandable to parents within a week of getting student results. When available, assessment results will be provided in Spanish. Information about when parents can expect these results will be posted on the school's website and included in the school's monthly calendar.

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.

Parents will be notified about each teacher's "highly qualified" status. In the event that the school has staff that is not taught by a "highly qualified" teacher in accordance with state qualifications, parents will be notified 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.

Parents of Eugene Field students will take an active part in supporting their child(ren's) learning by ensuring that their child attends school every day, arrives on time and brings the required books and supplies to school. Parents will be encouraged to sign up for the CPS Parent Portal during registration, Open House and subsequent report card pick up dates. The school staff will facilitate parent sign up by assigning school staff to support parents in need of assistance. The school will set up sign-up stations, manned by school staff to assist with on-site Parent Portal registration for parents in need of assistance.

Parents will monitor their children's homework completion by reviewing their child's student planner and checking the CPS Parent Portal weekly. Teachers will sign student planners daily after assigning activities

and homework for each class. Parents interested in scheduling teacher conferences (in addition to RCPU) will be able to schedule appointments by emailing teachers or arranging an appointment with the school clerk.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The PAC and BAC will host parent meetings (at least five times annually) to provide parents with information about the school's instructional programs that support learning for DL, EL, General Education and accelerated students. The Principal, Assistant Principal and the ELPT (Bilingual Coordinator) will be present to discuss curriculum and update parents on instructional best practices. During Report Card Pick-Up, the school will use ancillary staff to assist parents with their enrollment on the CPS Parent Portal and the use of the Google Suite for e-learning. Parents will be solicited to volunteer at various times during the school year to assist teachers in the classroom or help with student activities and special projects. These might include (but are not limited to) (Open House, Family Math Night, Literacy Night and International Night).

Parents will also be encouraged to volunteer as chaperones for field trips, serve as competition judges or to assist with setting up displays and bulletin boards for various special events. Parents will also be asked to help with organizing and facilitating Career Day and Field Day (school-wide culminating spring activity). Each classroom teacher will be responsible for maintaining parental contact throughout the year in order to cultivate a positive, collaborative teacher to parent relationship.

School administration will work with external school partners to strengthen collaborative partnerships and to provide support services for students and their families.

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.

Teachers are required to update grades in ASPEN weekly and to notify parents by telephone and/or in writing (email correspondence or failure notices) if a child is "off track", (grades falling below a "C", attendance below 95% and/or school misconducts). Teachers will also maintain a communication log that details parental outreach (including dates, times and outcome of correspondence). Teachers will also work collaboratively with parents discuss a plan for supporting students both in and outside of the classroom. Teachers will work with parents to enroll "off-track" students in academic tutoring classes and/or counseling to address academic and SEL needs.

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.

N/A

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.

The school's website contains a link that allows content to be translated into various languages. Flyers, meeting notes and other correspondence will be written in both English and Spanish (and other languages when possible) to ensure parents can read and understand the content of the correspondence. When required, bilingual staff acts as translators for various meetings and programs throughout the school year to help facilitate better communication between the school and families.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

School Vision: Personalize learning experiences for EVERY student to empower them to be successful.

School Mission: To provide a high quality, culturally responsive education that guides all students towards success in a 21st century society

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.

A school Open House will be held at Eugene Field in September to provide parents/guardians an opportunity to meet school administration, confer with their child's teacher and to review school policy. Parent-Teacher conferences will be held during Report Card Pick-Up in November and April. Teachers will also be responsible for contacting parents in writing, by telephone or email to arrange parent-teacher conferences to keep parents abreast of their children's progress; especially as it pertains to events that occur that negatively impact a student's performance.

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

Students will receive both Progress Reports (every five (5) weeks) as well as Report Cards (every 10 weeks) throughout the school year. Parents will be notified by classroom teachers in the event that a child's grade falls below a "D" in core content classes.

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

All parents will be provided with staff rosters that include teacher and staff email addresses. Parents will also receive introduction letter from teachers notifying them about class scheduling teacher availability for conferencing (both in person and/or virtual). Parents will be encouraged to contact teachers by email or telephone to arrange conferences during non-instructional (before/after school or teacher professional preparation periods). The staff of Eugene Field will make themselves available to meet with parents by scheduling appointments or impromptu (if staff is available). Teachers must contact parents within 48 hours after receiving communication.

All teachers will be accessible brief conferences on mandatory Report Card Pick-Up days in November and April.

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.

The school will encourage parent involvement in the school through the Parent Advisory council (PAC) and the Bilingual Advisory council (BAC). The school will hold PAC and BAC elections in September to select officers. Additionally, teachers will solicit parents to sign up as classroom volunteers to assist as field trip chaperones or assist with other school-related functions. Parents will be encouraged to take an active role in their child's education by having a frequent presence in the school. Each classroom teacher will be responsible for parental contact throughout the year in order to establish (and maintain) a collaborative parent/teacher relationship.

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

Parents will receive training by school staff in the use of the CPS Parent Portal during the school's Open House and Report Card Pick-Up. Parents will be encouraged to enroll their children in before and after school classes to strengthen students in need of academic support and extend learning opportunities for students in need of academic rigor and enrichment. Students will be provided with academic tutoring as well as fine arts and sports opportunities. Tutoring options will include reading and math , book club, sports and arts.

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

Parents will have access to teachers to discuss concerns related to the education of their children by telephone, email and scheduled conferences. Additionally, parents will be able to discuss educational concerns during Report Card Pick-Up. Parents will also be invited to attend monthly LSC, PAC and BAC meetings so that they can keep abreast of school-related events and activities that directly impact students.

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).

Teachers will conduct one-on-one conferences with all students (quarterly) to discuss their student profiles, on-track status, criteria for maintaining "on-track" and NWEA achievement. Administrators and teachers will meet with student groups every semester to review academic expectations, attendance requirements and adherence to CHAMPS/PBIS requirements as it relates to their "on-track" status.

Teachers will remind students what is required by CPS for remaining on track: 95% attendance (or greater), compliance with the school's CHAMP/PBIS expectations (no misconduct entries) and grades of "C" or higher in all content classes (i.e. reading, math, science and social studies). During one-on-one student conferences, teachers will discuss student data (NWEA and/or IAR, and ACCESS results) and plan action steps to improve student achievement.

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.

The goals for increasing parental involvement include: creating a monthly school activity calendar to inform parents and the school community about all school-related activities for the year. The school calendar will be included in each students school planner, be distributed to students and sent home to parents monthly and included on the school's social media (CPS school website, Instagram and Facebook). Through the Parent Advisory Council (PAC) and the Bilingual Advisory Council (BAC), parents will work collaboratively with school administration and teachers to plan activities and identify workshop topics geared at improving the school/family connection.

The PAC will work together to create a Parent Advisory Calendar for SY 2020-2021. This calendar will be completed by parents by the end of October 2020 (and will include themes related to ways parents can effectively work with the school and their child(ren)). Based on previous parent concerns from SY 2019-2020, future topics will include:

Using the CPS Parent Portal
E-learning and using technology at home to support student learning
Building the school family connection

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.	\$150.00
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)	\$516.00
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.	\$100.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00