James G Blaine Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
02/18/2020	ILT	ILT Discussed the process for the CIWP
02/25/2020	ILT	Began work on SEF Pillar 1
03/05/2020	ILT	Continued work on SEF Pillars 1, 4, and 2
03/12/2020	ILT	Continued work on SEF Pillars 2 and 3
04/02/2020	CIWP Team	Root Cause Analysis, Goal Setting
04/17/2020	CIWP Team	Root Cause Analysis, Goal Setting
05/05/2020	CIWP Team	Shared updated Goals and Action Steps, incorporated teacher and parent feedback
05/15/2020	Principal, Assistant Principal, Parent CIWP Members	Reviewed Updated Goals and Action Steps, Incorporated Parent Feedback
05/19/2020	Principal, Assistant Principal, Teacher CIWP Members	Shared Parent Feedback, Shared Updated Goals and Action Steps, Solicited Teacher Feedback and Incorporated Feedback
05/29/2020	Principal, Assistant Principal, LSC Parent CIWP Member	Planned to share CIWP with LSC
06/03/2020	Principal, Assistant Principal, LSC Parent CIWP Member	Planned to share CIWP with LSC

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

- o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- o 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)
- o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- o 3 Enable staff to focus and prioritize what matters most
- o 3 Employ the skills to effectively manage change
- o 3 Make ?safe practice? an integral part of professional learning
- o 3 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**: b. Help stakeholders understand the relationship between the school?s vision and their initiatives and priorities c. Consistently use informal and formal opportunities to champion and articulate the vision d. Act in ways that consistently reflect the school?s core values, beliefs, and priorities e. Ensure the school?s identity, vision, and mission drive school decisions f. Create and sustain a coherent instructional program that is coordinated and consistent with learning goals

- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 3 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: a.Share responsibility via formalized structures (Instructional Leadership Teams, Grade Level Teams, etc.) that represent all relevant content areas, programs, related services, and grade bands/department teams and is an appropriate size b. Structure time for teacher teams to collaborate and learn together through professional inquiry around a common priority c. Create systems and the culture to provide/accept collegial support and feedback via peer observations, and coaching. Reflect on its impact Teachers participate in and facilitate meetings using the MTSS Problem Solving Process to advance student learning d. Design iterative cycles to establish and revise Menu of Interventions to meet students' Tier 2 and Tier 3 support needs

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 4 Curriculum connects to real world, authentic application of learning

- o 4 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: 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 a. Balances critical foundational reading skill instruction with the reading of rich, engaging, and complex texts, within the curriculum, to simultaneously develop strong comprehension skills and a love of reading while ensuring students can read accurately and fluently b. Provide curriculum with differentiated support, various points of access, and multiple exposures to content to ensure all students have opportunities to work with and engage in productive struggle with complex texts c. Text collections include a balance of ?mirrors and windows", texts in which students can find themselves and their experiences reflected, as well as texts that offer students a broad range of content knowledge and perspectives on the wider world d. Include a variety of authors, providing diverse viewpoints reflective of the gender, racial, ethnic, and socioeconomic diversity of our society, and content often reflects contemporary issues relevant to local communities within text collections e. Ensure equitable access for teachers and students to varied and flexible high quality, standards-aligned instructional materials and resources that are selected and adapted based on specific learning objectives and learner needs f. Articulate language goals that are separate from and supportive of content goals recognizing that literacy - reading, writing and speaking - are essential ?learning tools? across the curriculum (disciplinary literacy). g. Provide materials in English and native language for English learners h. Ensure reference and resource materials are readily available, updated/upgraded in response to new understandings, and circulated throughout the school i. Provide students and teachers with multimedia and embedded, just-in-time instructional material and supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) ? for conveying conceptual knowledge j. Integrate technology, as appropriate, with students learning experiences
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: a. Regularly monitor students' academic progress, incorporate multi-modal learning activities that support equitable access to content, and use progress monitoring data to trace effectiveness of interventions so all students can actively participate b. Make effective impromptu adjustments that individualize instruction when formative assessments show a need for intervention

or enrichment, m c. Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconception

- 2 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Improve and promote assessment literacy a. Work together on building common assessments within a department, course, or grade level team b. Invest resources in helping teachers evaluate and improve the quality of formative assessments such as the Assessment Design Toolkit c. Use common protocols and calibrate on scoring and grading in teacher teams d. Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as ''REQUIRED MTSS'') at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)

- 4 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)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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)

- o **Evidence**: Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: a. Having a post-secondary success plan and a set of experiences and resources to support students in developing the plan b. Considering both match and fit to select candidate schools where a particular student has the best chance of graduating c. Affordability: Capitalizing on financial aid and scholarship opportunities and consider likely future earnings and debt load based on post-secondary plan d. Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college e. Strategic Applications: Applying to at least three schools, with appropriate numbers of match, reach, and safety schools f. Equipping students and families with persistence strategies (College Persistence Toolkit) g. Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Quality and Character of School Life

- 2 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL) a. Provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff (i.e, plan community building circles during professional development time) b. Develop a shared leadership structure that allows staff to work together toward school improvement c. Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue d. Create a positive climate and working conditions for teaching that attracts and retains educator talent
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders

- o 3 Engage with their community
- o 3 Take informed action where they work together to propose and advocate for solutions
- o 3 Experience a schoolwide civics culture
- o **Evidence**: Explore their identities and beliefs (REQUIRED: OSEL) a. Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives b. Encourage students to learn about and understand the perspectives of those who have different identities and beliefs to engage in dialogue and learn about social identities, diversity, race, racism and equity c. Train and coach staff to understand identities, diversity and bias, and to engage families and communities that the school serves d. Staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth e. Adults teach and model respect, empathy and appreciation for individual differences (e.g. gender, race, culture, language etc.) among all stakeholders (students, staff, families, etc.)
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: 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) a. Utilize the School Climate subcategories from the SEF (denoted as "REQUIRED OSEL") to identify areas of growth and create a plan for improving in those areas
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: a. Avoid power struggles with students by offering choices and redirect students privately and respectfully b. When planning a disciplinary response, staff members reflect on the root cause or function of the behavior and consider whether adult behavior and/or trauma may be contributing to student behavior c. Engage families as partners when responding to behavioral incidents d. Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline e. Employ a menu of interventions across multiple tiers of support in response to behavioral incidents f. Disciplinary response procedures include consideration of whether the student requires additional supports to be successful (e.g. reentry plan, referral to a behavioral health team, referral to community resource) g. Ensure discipline systems minimize

the use of punitive responses, including removing students from the classroom or school community

- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: 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) a. Make outreach efforts to engage community members as partners and resources b. Coordinate work with a variety of community agencies to strengthen school climate and contribute to students' social and emotional development (e.g. out of school time partners, organizations that provide direct services within the school building, or community leadership organizations) c. Monitor the impact of partner organizations? activity

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Self-assessment

Andrew Russell (Jan 31, 2020)
Overall assessment: **3 (most practices evident)**

Listed above

Yes	Ratings are provided for all SEF categories and sub-categories.
Somewhat	Ratings can be supported by available evidence.
Somewhat	Students are consulted for determining SEF ratings.

Andrew Russell (Jan 31, 2020)
Overall assessment: **3 (most practices evident)**

Listed above

Yes	Ratings are provided for all SEF categories and sub-categories.

Somewhat	Ratings can be supported by available evidence.
Somewhat	Students are consulted for determining SEF ratings.

Andrew Russell (Feb 8, 2020)
Overall assessment: **1 (no/few practices evident)**

Not yet	Ratings are provided for all SEF categories and sub-categories.
Not yet	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Andrew Russell (Feb 8, 2020)
Overall assessment: **1 (no/few practices evident)**

n/a

Not yet	Ratings are provided for all SEF categories and sub-categories.
Not yet	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

Andrew Russell (Mar 12, 2020)
Overall assessment: **3 (most practices evident)**

We reviewed these scores with the team

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

Andrew Russell (Jun 4, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

Jen Vitkus (Jun 5, 2020)
Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
2	Quality and Character of School Life: Relational Trust	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**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**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Family & Community Engagement	**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	A Tired suppor of MTSS interventions for students
Root Cause 1	We Found that or EL and Hispanic studetns were underfpefoming our overall Growht in NWEf
Area of Critical Need 2	Universal grading system that where consistent and accurate feedback is given to students and parents.
Root Cause 2	Priority groups (EL/Latinx) studetns are trending off track as measured by SQRP 2.0
Area of Critical Need 3	Increase the DOK levels across common interim assessments across grades 3-5 and 6-8
Root Cause 3	We found that the lowest and hights quartiles show the least amout of growth over time.

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: Attendance Rate	Overall		96.15	96.15
Based on the Vision Portal data, our male and female African American students' attendance rate is far below our overall attendance rate. To prioritize equity and to engage all students, we will prioritize our African American subgroup with regard to attendance.	African American		92.10	93.45
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Students with IEPs		60.00	70.00
Based on our SQRP data, students with IEPs and Latinx students are not growing at the same rates as all students. To ultimately increase our overall percent of students meeting and exceeding national growth norms, we will specifically prioritize our students with IEPs and Latinx students.	Latinx		66.35	70.00
	Students with IEPs		52.00	70.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) Based on NWEA Growth data, students with IEPs and Latinx students are not growing in reading at the same rate as all students. We will target both students with IEPs and Latinx students through MTSS and our goal is ultimately to increase their reading growth.	Latinx		59.00	70.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Collaborative Practices: Collective Responsibility, Reflective Dialogue, and Collective Use of Assessment Data				60.00	60.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
On Track Data: 3rd-8th Grade Students: All Students We will target On Track Data for all students to improve the overall percent of students On Track. We will track student attendance and grades weekly, and based on weekly trends will target subgroups of students as needed.				44.50	44.60

Strategies

Strategy 1

If we do...	Establish an MTSS team of teachers and clinicians representative of a variety of grade levels and departments, the team will establish expectations for school-wide MTSS practices. If the team meets with fidelity, utilizes teacher survey data and student-level assessment data, and establishes banks, norms, and expectations for baseline assessments, evidence-based interventions, and progress monitoring assessments, they will have the capacity to train all teaching staff and hold staff accountable for carrying out MTSS practices in their classrooms.
Then we see...	Teacher leaders from the MTSS team training all teaching staff on implementing MTSS practices with fidelity, which will increase the fidelity of implementation of baseline assessments, targeted interventions, and progress-monitoring at the classroom-level. We will also see teacher leaders and clinicians from the MTSS team holding teachers accountable for implementing interventions and progress monitoring by holding data review days with teachers every 5 and 10 weeks to monitor teacher and student progress.
which leads to...	Higher rates of teachers engaging students in interventions and regular progress monitoring, student growth on regular progress monitoring metrics as well as student growth in Reading and Math on MOY and EOY NWEA assessments. This will also lead to teachers successfully meeting all students needs, especially students with IEPs and Latinx students.
Budget Description	The MTSS Team of Teacher Leaders, Clinicians, and Administrators will meet twice per month after school hours. This will require that we compensate team members for 2 hours each month (20 hours for each member total over the 10 month school year) at their non-instructional after school rate. This will also require that we utilize grade level meetings and PD days for MTSS training (delivered by our MTSS team to our teaching staff).
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	• (On-Track) MTSS: Academic During the 2020-2021 school year, we will increase teacher understanding of student interventions and progress monitoring by establishing an MTSS team, an intervention/resource room, and by engaging teachers in professional development. The MTSS Team will lead teachers in grades K-4 to focus on Math and 5th-8th grade teachers to focus on Literacy. During the 2021-2022 school year, the MTSS Team will lead K-4 teachers to focus on Literacy and teachers in 5th-8th grade teachers to focus on Math. We will begin by assessing teachers? understanding and implementation of the MTSS process through two formal teacher surveys. Both surveys will be developed by administration, ILT, and members of the DL Team. Survey 1: Understanding of MTSS: In August of 2020, we will give teachers the first survey, which will assess teachers? current knowledge and understanding of the MTSS process and will gauge teacher interest in joining the school-wide MTSS Team. The results of this survey will be used to form our MTSS Team. Survey 2: Implementation: By the end of the first Quarter (November 2020), we will give teachers the second survey, which will probe teachers to explain how they are currently utilizing benchmark assessments, interventions, and progress monitoring in their practice (implementation). This survey will be aligned to the CPS SAM (Self-Assessment of MTSS) Rubric. The results of the Quarter 1 survey will be used as a baseline to track improved practices throughout the year.

Tags:Instruction

- (Completed) By September 2020, B6 will become the official intervention room of Blaine. The room will be cleaned, organized, and fully stocked with Leveled literacy and Wilson Interventions. Throughout the 2020-2021 and 2021-2022 school years, the MTSS team will be responsible for conducting a monthly inventory of all items, overseen by Administration.

Tags:

- (Completed) By October 2020, the MTSS team will be created with the support of the Principal, Assistant Principal, Case Manager, Psychologist, DL Teachers, and General Education Teachers from various grade levels and departments. The MTSS team will meet monthly to analyze student-level reading and math data and establish a bank of baseline assessments, interventions, and progress monitoring resources for teachers. The MTSS team will build teachers? capacity to engage students in baseline assessments, plan targeted interventions that are tailored to strengthen the needs of each student, and use progress monitoring data to trace the effectiveness of interventions and student response to intervention. By November 2020, the MTSS team will norm teacher-level expectations for analyzing student data and will identify students in need of additional tiered support. Tiered supports will be determined by students' attainment levels and quartiles based on the most recent reading and math NWEA data. Between November 2020 and December 2020, the MTSS team will share student assessment data and tiering criteria with the teaching staff during Grade Level Meetings and Professional Development days.

Tags:

- (On-Track) By January 2021, the MTSS team will create a bank of baseline assessments for reading and math (pulling from resources like AIMSWeb, Fountas and Pinnell, Orton-Gillingham, Amplify reading, and Wilson). The MTSS team will prepare to train teachers on how to administer baseline assessments and plan for aligned, targeted interventions. Between January 2021 and February 2021, the MTSS team will share baseline assessments for reading and math with the teaching staff during Grade Level Meetings and Professional Development days.

Tags:

- (Not started) By June 2022, B6 will be outfitted with NWEA Math intervention boxes by RIT level and strand. This will be provided by 5-8th grade teachers during GLM time and will focus on bands 191 - 280. By June 2022, B6 will be outfitted with NWEA ELA intervention boxes by RIT level and strand. This will be provided by K-4th grade teachers during GLM time and will focus on Rit bands 131 - 240. In June of 2022: MTSS Team will self-evaluate the team's progress using the SAM (Self-Assessment of MTSS) Rubric (provided by CPS) to examine areas of strength and growth, and to set goals for the following school year. Through the use of our comprehensive Tier 2 and Tier 3 interventions, we will improve NWEA Hispanic reading growth from the 48th percentile (Spring 2019) in reading to the 70th percentile using EOY Data. Through the use of our comprehensive Tier 2 and Tier 3 interventions, we will improve NWEA Diverse Learner reading growth from

the 34th percentile (Spring 2019) in reading to the 70th percentile using EOY Data.

Tags:

- (Not started) MTSS: Attendance By September 2020, an Attendance Committee will be created to improve student attendance and approach attendance as a tiered practice with targeted interventions and regular data analysis. The Attendance Committee will be led by Flor (Attendance Coordinator) and Mr.Russell (Administration) and will also include members of the MTSS Team and other teacher leaders. By September 2020, The Attendance Committee will establish roles, responsibilities, and expectations for responding to repeated absences and tardies. Teachers, Attendance Coordinator, Administration, and Parents will share responsibility for tracking attendance and providing tiered responses. The Attendance Committee will share these roles, responsibilities, and expectations with the Blaine Community at the start of the 2020-2021 School Year. By September 2020, the Attendance Committee will create a Blaine Attendance Call Log for teachers, administration, and office staff to track attempts to contact parents and families about student attendance. Teachers, Administration, and Attendance Coordinator can reference this Call Log when attempting to make contact with parents and families. Attendance Coordinator (Flor) and Administration (Mr. Russell) will establish a protocol for determining current phone numbers for students with chronic absences. By September 2020, the Attendance Committee will provide teachers with a bank of teacher-led classroom activities and incentives for attendance.

Tags:

- (Not started) By February 2021, the MTSS team will create a framework for research-based, targeted interventions for reading and math (K-4: Math, 5-8: Literacy). The MTSS Team will prepare to train teachers on engaging students in targeted interventions1 Between February 2021 and March 2021, the MTSS team will share a framework for targeted interventions and strategies with the teaching staff during Grade Level Meetings. During Grade Level Meetings, Grade Level Teams will collaborate with the MTSS Team to establish a bank of targeted interventions (K-4: Math, 5-8: Literacy). By February 2021, the MTSS Team will survey all teaching staff using the same survey items given in September 2020 (aligned to the CPS SAM Rubric). The MTSS Team will analyze MOY survey responses to determine the current level of MTSS implementation with regard to student data analysis, benchmark assessments, and targeted interventions.

Tags:

- (Not started) By April 2021, the MTSS Team will establish a bank of progress monitoring resources and will norm expectations for engaging in progress monitoring assessments. The MTSS Team will prepare to train teachers on engaging students in progress monitoring assessments Between April 2021 and May 2021, the MTSS team will share progress monitoring resources and strategies for implementation with the teaching staff during Grade Level Meetings and Professional Development days.

Tags:

- (Not started) By May 2021, B6 will be outfitted with NWEA reading intervention boxes by RIT level and strand. This will be provided by 5th-8th grade teachers during GLM time and will focus on RIT bands 191 - 270. Between May 2021 and June 2021, the MTSS team will share accountability expectations with teaching staff during Grade Level Meetings and will share expectations for EOY Data Review Meetings.

Tags:

- (Not started) In June of 2021, the MTSS Team will survey all teaching staff using the same survey items given in September 2020 (aligned to the CPS SAM Rubric). The MTSS Team will analyze EOY survey responses to determine the current level of MTSS implementation with regard to student data analysis, benchmark assessments, and targeted interventions. By June 2021, the MTSS Team will establish norms for engaging teachers in regular Data Review Days and will establish expectations and accountability measures for teachers to implement benchmark assessments, interventions, and progress monitoring with fidelity. By June 2021, B6 will be outfitted with NWEA Math intervention boxes by RIT level and strand. This will be provided by K- 4th-grade teachers during GLM time and will focus on RIT bands 131 - 240. Using the learning continuum?s 5 Pillars and suggested Rit intervals, we will create boxes with materials for differentiation By the end of June 2021, the MTSS Team will hold End of Year Data Review Meetings with individual teachers and grade level teams to analyze student progress, trace the effectiveness of interventions and student response to interventions, and to identify areas of growth for the following year. In June of 2021, the MTSS Team will self-evaluate the team's progress using all components of the CPS SAM (Self-Assessment of MTSS) Rubric. The team will analyze results to reflect on strengths and areas of growth, and to set targeted goals for the 2021-2022 school year.

Tags:

- (Not started) During the 2021-2022 school year, the MTSS Team will hold Data Review Days with teachers every 5 or 10 weeks (depending on level of student intervention) to hold teachers accountable for interventions and progress monitoring, and to regularly monitor student progress, trace effectiveness of interventions, and analyze student response to interventions. During the 2021-2022 school year, the MTSS Team will support teachers in engaging students in baseline assessments, providing targeted interventions, and engaging in regular progress monitoring to assess student progress and adjust interventions. During the 2021-2022 school year, the MTSS Team will continue to meet monthly to review school-wide MTSS practices and track specific students? progress. The MTSS Team will survey the teaching staff during September 2021 (BOY), February 2022 (MOY), and June 2022 (EOY) using elements of the CPS SAM Rubric to track MTSS implementation and school-wide areas of strength and growth. By the end of the 2021-2022 school year, teaching staff will engage parents in Curriculum Nights aligned to Literacy and Math. These Curriculum Nights will serve as a fun way to engage parents and students in literacy and math (for example: Math Game Night, Drop Everything and Read Night). These Curriculum Nights will also allow teachers to engage parents in the MTSS process as it will give them a platform to

	explain targeted interventions and to offer strategies for engaging students in targeted practices at home.
	Tags:
	• (On-Track) During the 2020-2021 School Year, teachers will be responsible for taking attendance daily and submitting in Aspen by 8:30 AM, calling students? parents after 2 consecutive absences and/or 3 absences within a week, communicating with Attendance Coordinator about chronic students, attending 10-day attendance plan meetings, planning activities or incentives related to attendance, and creating nurturing environments in which students want to come to school each day. During the 2020-2021 School Year, the Attendance Coordinator will be responsible for running daily attendance reports by 8:45 AM, notifying administration (Mr. Russell) of number of students absent by 9:00 AM, monitoring parent phone call log, calling home after two absences back to back and/or 4 total absences, preparing perfect attendance homeroom lists for daily announcements, sending home 5- and 10-day letters via certified mail, and attending monthly Network 4 attendance meetings During the 2020-2021 School Year, Administration (Mr. Russell) will establish a system for sharing attendance during morning announcements, and Mr. Russell will use morning announcements to shout out attendance. The Attendance Committee will establish a school-wide attendance incentive system. During the 2020-2021 school year, administration will be responsible for holding meetings with families of students who have 5+ total absences, conducting home visits after 10 total absences, and creating Attendance Plan with teacher and family after 10 total absences During the 2020-2021 school year, the Attendance Committee will establish a policy and procedure for staff?s handling of planned extended student absences outside of scheduled and/or religious holidays (example: 2 or 3+ consecutive absences for travel). The committee will explicitly communicate this policy and procedure with parents. During the 2020-2021 school year, Parents will be responsible for communicating to teachers and attendance coordinator (Flor) about absences, bringing in doctor?s notes as appropriate, encouraging other families to value strong attendance practices, and dedicating time at home to makeup work when school is missed. Throughout the 2020-2021 School Year, The Attendance Committee (under Mr. Russell?s guidance) will ensure that the following action is taken following each subsequent student absence: 1st Absence: Robocall home 2nd and 3rd Absence: Phone call from teacher (logged in Call Log) 4th Absence: Call from Attendance Coordinator (Flor) 5th Absence: Phone call from Administration to schedule Attendance Check-In Meeting; 5-day certified mail letter sent home by Attendance Coordinator 10th Absence: Home visit by administration; meeting with teacher, Attendance Coordinator, administration, and family to create attendance plan; 10-day certified mail letter sent home by Attendance Coordinator 15th Absence: Administration puts parents/guardians on official notice of educational neglect
	Tags:

Strategy 2

If we do...	Engage grade level teams in structured reflection to analyze current instructional practices, especially the use of real-world, culturally responsive cumulative projects, each

	grade level team will be able to select one project that they will work to increase the complexity of. Grade level teams will then collaboratively plan to increase the level of complexity of their selected project while also strategically planning to make the project culturally responsive, tied to the real world, and arts-integrated. Grade level teams will strategically plan to prioritize student voice and expression in their cumulative project while also planning to strategically engage community partners and Chicago institutions in their cumulative project, and strategically planning to empower students to share their projects with Blaine families and community members.
Then we see...	An increase in the complexity of cumulative projects at each grade level and improved backwards planning practices at each grade level. We will also see an increase in teachers' ability to collaboratively plan for cumulative projects and collaboratively backwards plan units leading to those cumulative projects, which will increase teachers' sense of collective responsibility and their overall collaborative practices.
which leads to...	Increased overall Collaborative Practices (as measured on the 5Essentials Survey), especially increased scores on the 5Essentials for the specific measures of Collective Responsibility, Reflective Dialogue, Teacher Influence, and Collective Use of Assessment Data.
Budget Description	This will require that we use weekly grade level meeting time for reflection on current project-based practices, collaborative planning of cumulative projects, and collaborative backwards mapping and unit planning. As teachers plan cumulative projects that are culturally responsive and tied to the real world, we will need to fund community partnerships and field trips to Chicago institutions.
Tags	Instruction, Arts Education: Authentic Arts Integration, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Personalized Learning: Authentic Learning, Science: Rigorous Tasks, SSCE: Place Based Learning, Math: Rigorous Tasks
Action steps	(Not started) By 2022, Grade Level Teams will work together to analyze current grade level units and projects, select one existing grade level culminating project to focus on, and build out that one existing grade level culminating project to allow for multiple pathways for students to demonstrate understanding. By 2022, Grade Level Teams will use protocols to analyze the quality and alignment of their selected grade level culminating project. Tags:Instruction (Not started) By 2022, the Specials Team will engage all students, across grade levels, in their specific field learning experiences (field trips and other experiences with community partnerships and outside organizations) aligned to students? specific cumulative, common project-based assessments By 2022, Administration will compile all grade level cumulative, project-based assessments (PK-8) and will analyze current level of school-wide vertical alignment. Administration will work with ILT to analyze and set goals related to vertical alignment for the 2022-2023 school year. By 2022, teachers will invite parents to Curriculum Nights/Days aligned to their students? culminating projects. These Curriculum Nights are utilized to provide students with the opportunity to showcase their cumulative projects and will be hosted by each grade level team.

Tags:

- (Not started) By 2022, Grade Level Teams will ensure that their selected cumulative, common project-based assessments connect to the real world, require students to authentically apply learning, and are project-based in nature By 2022, Grade Level Teams will ensure that their selected common, cumulative project-based assessments are culturally relevant and provide students with opportunities to celebrate their communities, culture, history, language

  Tags:

- (Not started) By 2022, Grade Level Teams will share their selected cumulative project-based assessment with the Specials Team. By 2022, the Specials Team will work together to align field-based learning (through community partnerships and outside organizations) aligned to each Grade Level?s selected cumulative, common project-based assessments.

  Tags:

- (Not started) By 2022, Grade Level Teams will calibrate scoring for their selected common, cumulative project-based assessments. By 2022, Grade Level Teams will work together to align tasks in their selected unit to standards-based learning objectives that reflect the depth of knowledge expectations of the cumulative project (backwards planning).

  Tags:

- (Not started) During Grade Level Meetings, by 2022, Grade Level Teams will use protocols to collectively reflect on the level of cognitive demand asked of students, particularly priority groups of students, to think strategically as speakers, listeners, readers, and writers to prepare students for their selected cumulative project-based assessments. During Grade Level Meetings, by 2022, Grade Level teams will analyze student work samples as part of professional learning to best support student's attainment of quality work and standards. While analyzing student work samples, Grade Level Teams will monitor the effect of teaching on student learning through integrative formative assessment into instruction.

  Tags:

- (Not started) By 2022, Grade Level Teams will share their common, cumulative, project-based assessments in vertical teams. PK-2, 3-5, and 6-8 vertical grade level teams will share their selected cumulative project-based assessments.. As these vertical teams share their cumulative assessments, they will utilize protocols to calibrate and norm expectations for end-of-unit cumulative project-based assessments. By 2022, Grade Level teams will incorporate feedback and notes from their vertical calibration sessions to revise their cumulative project-based assessments in a way that ensures vertical alignment and consistency.

  Tags:

Strategy 3

If we do...	Establish an Attendance Committee and empower that Attendance Committee, in partnership with Administration, to engage grade level teams in regular analysis of On Track Data (student attendance and grades), we will establish routines and protocols for analyzing on-track data. If we establish routines and protocols for regular On Track data analysis, we will build grade level teams' capacity to critically reflect on grading and assessment practices. We will also build teacher capacity to horizontally norm their grading and assessment practices.
Then we see...	An increase in horizontal alignment with regard to grading and assessment practices at each grade level. When grade level teams have achieved horizontal alignment in this area, we will analyze horizontal grading practices, reflect, and establish norms for vertically aligned grading and assessment practices. Then, we will see an increase in vertical alignment of grading and assessment practices.
which leads to...	An increase in teacher collaboration (as measured on 5Essentials), improvement in all students' On Track Data (3rd-8th grade), and improvement in attendance for all students, especially our African American students.
Budget Description	This will require that our Attendance Committee have time to meet regularly, that we utilize weekly grade level meetings to reflect on student On Track data, and that we establish protocols and routines for regularly analyzing student On Track data.
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
Action steps	• (Completed) During the 2020-2021 School Year, teachers will be responsible for taking attendance daily and submitting in Aspen by 8:30 AM, calling students? parents after 2 consecutive absences and/or 3 absences within a week, communicating with Attendance Coordinator about chronic students, attending 10-day attendance plan meetings, planning activities or incentives related to attendance, and creating nurturing environments in which students want to come to school each day. During the 2020-2021 School Year, the Attendance Coordinator will be responsible for running daily attendance reports by 8:45 AM, notifying administration (Mr. Russell) of number of students absent by 9:00 AM, monitoring parent phone call log, calling home after two absences back to back and/or 4 total absences, preparing perfect attendance homeroom lists for daily announcements, sending home 5- and 10-day letters via certified mail, and attending monthly Network 4 attendance meetings During the 2020-2021 School Year, Administration (Mr. Russell) will establish a system for sharing attendance during morning announcements, and Mr. Russell will use morning announcements to shout out attendance. The Attendance Committee will establish a school-wide attendance incentive system. During the 2020-2021 school year, administration will be responsible for holding meetings with families of students who have 5+ total absences, conducting home visits after 10 total absences, and creating Attendance Plan with teacher and family after 10 total absences During the 2020-2021 school year, the Attendance Committee will establish a policy and procedure for staff?s handling of planned extended student absences outside of scheduled and/or religious holidays (example: 2 or 3+ consecutive absences for travel). The committee will explicitly communicate this policy and procedure with parents. During the 2020-2021 school year, Parents will be responsible for communicating to teachers and attendance coordinator (Flor) about absences, bringing in doctor?s notes as appropriate, encouraging other families to value strong attendance practices, and dedicating time at home to makeup work when

	school is missed. Throughout the 2020-2021 School Year, The Attendance Committee (under Mr. Russell?s guidance) will ensure that the following action is taken following each subsequent student absence: 1st Absence: Robocall home 2nd and 3rd Absence: Phone call from teacher (logged in Call Log) 4th Absence: Call from Attendance Coordinator (Flor) 5th Absence: Phone call from Administration to schedule Attendance Check-In Meeting; 5-day certified mail letter sent home by Attendance Coordinator 10th Absence: Home visit by administration; meeting with teacher, Attendance Coordinator, administration, and family to create attendance plan; 10-day certified mail letter sent home by Attendance Coordinator 15th Absence: Administration puts parents/guardians on official notice of educational neglect Tags:Balanced Assessment and Grading

Action Plan

Strategy 1

On-Track Sep 29, 2020

MTSS: Academic During the 2020-2021 school year, we will increase teacher understanding of student interventions and progress monitoring by establishing an MTSS team, an intervention/resource room, and by engaging teachers in professional development. The MTSS Team will lead teachers in grades K-4 to focus on Math and 5th-8th grade teachers to focus on Literacy. During the 2021-2022 school year, the MTSS Team will lead K-4 teachers to focus on Literacy and teachers in 5th-8th grade teachers to focus on Math. We will begin by assessing teachers? understanding and implementation of the MTSS process through two formal teacher surveys. Both surveys will be developed by administration, ILT, and members of the DL Team. Survey 1: Understanding of MTSS: In August of 2020, we will give teachers the first survey, which will assess teachers? current knowledge and understanding of the MTSS process and will gauge teacher interest in joining the school-wide MTSS Team. The results of this survey will be used to form our MTSS Team. Survey 2: Implementation: By the end of the first Quarter (November 2020), we will give teachers the second survey, which will probe teachers to explain how they are currently utilizing benchmark assessments, interventions, and progress monitoring in their practice (implementation). This survey will be aligned to the CPS SAM (Self-Assessment of MTSS) Rubric. The results of the Quarter 1 survey will be used as a baseline to track improved practices throughout the year.

Jun 05, 2020 to Nov 30, 2020 - Team and Administration

Completed Sep 29, 2020

By September 2020, B6 will become the official intervention room of Blaine. The room will be cleaned, organized, and fully stocked with Leveled literacy and Wilson Interventions. Throughout the 2020-2021 and 2021-2022 school years, the MTSS team will be responsible for conducting a monthly inventory of all items, overseen by Administration.

Jun 05, 2020 to Sep 30, 2020 - Admin

Completed Nov 12, 2020

By October 2020, the MTSS team will be created with the support of the Principal, Assistant Principal, Case Manager, Psychologist, DL Teachers, and General Education Teachers from various grade levels and departments. The MTSS team will meet monthly to analyze student-level reading and math data and establish a bank of baseline assessments, interventions, and progress monitoring resources for teachers. The MTSS team will build teachers? capacity to engage students in baseline assessments, plan targeted interventions that are tailored to strengthen the needs of each student, and use progress monitoring data to trace the effectiveness of interventions and student response to intervention. By November 2020, the MTSS team will norm teacher-level expectations for analyzing student data and will identify students in need of additional tiered support. Tiered supports will be determined by students' attainment levels and quartiles based on the most recent reading and math NWEA data. Between November 2020 and December 2020, the MTSS team will share student assessment data and tiering criteria with the teaching staff during Grade Level Meetings and Professional Development days.

Jun 05, 2020 to Nov 30, 2020 - admin

On-Track Nov 12, 2020

By January 2021, the MTSS team will create a bank of baseline assessments for reading and math (pulling from resources like AIMSWeb, Fountas and Pinnell, Orton-Gillingham, Amplify reading, and Wilson). The MTSS team will prepare to train teachers on how to administer baseline assessments and plan for aligned, targeted interventions. Between January 2021 and February 2021, the MTSS team will share baseline assessments for reading and math with the teaching staff during Grade Level Meetings and Professional Development days.

Jan 01, 2021 to Jan 01, 2022 - Admin

By June 2022, B6 will be outfitted with NWEA Math intervention boxes by RIT level and strand. This will be provided by 5-8th grade teachers during GLM time and will focus on bands 191 - 280. By June 2022, B6 will be outfitted with NWEA ELA intervention boxes by RIT level and strand. This will be provided by K-4th grade teachers during GLM time and will focus on Rit bands 131 - 240. In June of 2022: MTSS Team will self-evaluate the team's progress using the SAM (Self-Assessment of MTSS) Rubric (provided by CPS) to examine areas of strength and growth, and to set goals for the following school year. Through the use of our comprehensive Tier 2 and Tier 3 interventions, we will improve NWEA Hispanic reading growth from the 48th percentile (Spring 2019) in reading to the 70th percentile using EOY Data. Through the use of our comprehensive Tier 2 and Tier 3 interventions, we will improve NWEA Diverse Learner reading growth from the 34th percentile (Spring 2019) in reading to the 70th percentile using EOY Data.

Jun 05, 2020 to Jun 05, 2022 - Admin

MTSS: Attendance By September 2020, an Attendance Committee will be created to improve student attendance and approach attendance as a tiered practice with targeted interventions and regular data analysis. The Attendance Committee will be led by Flor (Attendance Coordinator) and Mr.Russell (Administration) and will also include members of the MTSS Team and other teacher leaders. By September 2020, The Attendance Committee will establish roles, responsibilities, and expectations for responding to repeated absences and tardies. Teachers, Attendance Coordinator, Administration, and Parents will share responsibility for tracking attendance and providing tiered responses. The Attendance Committee will share these roles, responsibilities, and expectations with the Blaine Community at the start of the 2020-2021 School Year. By September 2020, the Attendance Committee will create a Blaine Attendance Call Log for teachers, administration, and office staff to track attempts to contact parents and families

about student attendance. Teachers, Administration, and Attendance Coordinator can reference this Call Log when attempting to make contact with parents and families. Attendance Coordinator (Flor) and Administration (Mr. Russell) will establish a protocol for determining current phone numbers for students with chronic absences. By September 2020, the Attendance Committee will provide teachers with a bank of teacher-led classroom activities and incentives for attendance.

Jun 05, 2020 to Sep 30, 2020 - Admin

By February 2021, the MTSS team will create a framework for research-based, targeted interventions for reading and math (K-4: Math, 5-8: Literacy). The MTSS Team will prepare to train teachers on engaging students in targeted interventions1 Between February 2021 and March 2021, the MTSS team will share a framework for targeted interventions and strategies with the teaching staff during Grade Level Meetings. During Grade Level Meetings, Grade Level Teams will collaborate with the MTSS Team to establish a bank of targeted interventions (K-4: Math, 5-8: Literacy). By February 2021, the MTSS Team will survey all teaching staff using the same survey items given in September 2020 (aligned to the CPS SAM Rubric). The MTSS Team will analyze MOY survey responses to determine the current level of MTSS implementation with regard to student data analysis, benchmark assessments, and targeted interventions.

Jun 05, 2020 to Feb 28, 2021 - admin

By April 2021, the MTSS Team will establish a bank of progress monitoring resources and will norm expectations for engaging in progress monitoring assessments. The MTSS Team will prepare to train teachers on engaging students in progress monitoring assessments Between April 2021 and May 2021, the MTSS team will share progress monitoring resources and strategies for implementation with the teaching staff during Grade Level Meetings and Professional Development days.

Jun 05, 2020 to Apr 30, 2021 - admin

By May 2021, B6 will be outfitted with NWEA reading intervention boxes by RIT level and strand. This will be provided by 5th-8th grade teachers during GLM time and will focus on RIT bands 191 - 270. Between May 2021 and June 2021, the MTSS team will share accountability expectations with teaching staff during Grade Level Meetings and will share expectations for EOY Data Review Meetings.

Jun 05, 2020 to May 31, 2021 - admin

In June of 2021, the MTSS Team will survey all teaching staff using the same survey items given in September 2020 (aligned to the CPS SAM Rubric). The MTSS Team will analyze EOY survey responses to determine the current level of MTSS implementation with regard to student data analysis, benchmark assessments, and targeted interventions. By June 2021, the MTSS Team will establish norms for engaging teachers in regular Data Review Days and will establish expectations and accountability measures for teachers to implement benchmark assessments, interventions, and progress monitoring with fidelity. By June 2021, B6 will be outfitted with NWEA Math intervention boxes by RIT level and strand. This will be provided by K- 4th-grade teachers during GLM time and will focus on RIT bands 131 - 240. Using the learning continuum?s 5 Pillars and suggested Rit intervals, we will create boxes with materials for differentiation By the end of June 2021, the MTSS Team will hold End of Year Data Review Meetings with individual teachers and grade level teams to analyze student progress, trace the effectiveness of interventions and student response to interventions, and to identify areas of growth for the following year. In June

of 2021, the MTSS Team will self-evaluate the team's progress using all components of the CPS SAM (Self-Assessment of MTSS) Rubric. The team will analyze results to reflect on strengths and areas of growth, and to set targeted goals for the 2021-2022 school year.

Jun 05, 2020 to Jun 30, 2021 - admin

During the 2021-2022 school year, the MTSS Team will hold Data Review Days with teachers every 5 or 10 weeks (depending on level of student intervention) to hold teachers accountable for interventions and progress monitoring, and to regularly monitor student progress, trace effectiveness of interventions, and analyze student response to interventions. During the 2021-2022 school year, the MTSS Team will support teachers in engaging students in baseline assessments, providing targeted interventions, and engaging in regular progress monitoring to assess student progress and adjust interventions. During the 2021-2022 school year, the MTSS Team will continue to meet monthly to review school-wide MTSS practices and track specific students? progress. The MTSS Team will survey the teaching staff during September 2021 (BOY), February 2022 (MOY), and June 2022 (EOY) using elements of the CPS SAM Rubric to track MTSS implementation and school-wide areas of strength and growth. By the end of the 2021-2022 school year, teaching staff will engage parents in Curriculum Nights aligned to Literacy and Math. These Curriculum Nights will serve as a fun way to engage parents and students in literacy and math (for example: Math Game Night, Drop Everything and Read Night). These Curriculum Nights will also allow teachers to engage parents in the MTSS process as it will give them a platform to explain targeted interventions and to offer strategies for engaging students in targeted practices at home.

Jun 05, 2020 to Jun 30, 2022 - admin

On-Track Nov 12, 2020

During the 2020-2021 School Year, teachers will be responsible for taking attendance daily and submitting in Aspen by 8:30 AM, calling students? parents after 2 consecutive absences and/or 3 absences within a week, communicating with Attendance Coordinator about chronic students, attending 10-day attendance plan meetings, planning activities or incentives related to attendance, and creating nurturing environments in which students want to come to school each day. During the 2020-2021 School Year, the Attendance Coordinator will be responsible for running daily attendance reports by 8:45 AM, notifying administration (Mr. Russell) of number of students absent by 9:00 AM, monitoring parent phone call log, calling home after two absences back to back and/or 4 total absences, preparing perfect attendance homeroom lists for daily announcements, sending home 5- and 10-day letters via certified mail, and attending monthly Network 4 attendance meetings During the 2020-2021 School Year, Administration (Mr. Russell) will establish a system for sharing attendance during morning announcements, and Mr. Russell will use morning announcements to shout out attendance. The Attendance Committee will establish a school-wide attendance incentive system. During the 2020-2021 school year, administration will be responsible for holding meetings with families of students who have 5+ total absences, conducting home visits after 10 total absences, and creating Attendance Plan with teacher and family after 10 total absences During the 2020-2021 school year, the Attendance Committee will establish a policy and procedure for staff?s handling of planned extended student absences outside of scheduled and/or religious holidays (example: 2 or 3+ consecutive absences for travel). The committee will explicitly communicate this policy and procedure with parents. During the 2020-2021 school year, Parents will be responsible for communicating to teachers and attendance coordinator (Flor) about absences, bringing in doctor?s notes as appropriate, encouraging other families to value strong attendance practices, and dedicating time at home to makeup work when school is missed. Throughout the 2020-2021 School Year, The Attendance Committee (under Mr. Russell?s guidance) will ensure that the following action is

taken following each subsequent student absence: 1st Absence: Robocall home 2nd and 3rd Absence: Phone call from teacher (logged in Call Log) 4th Absence: Call from Attendance Coordinator (Flor) 5th Absence: Phone call from Administration to schedule Attendance Check-In Meeting; 5-day certified mail letter sent home by Attendance Coordinator 10th Absence: Home visit by administration; meeting with teacher, Attendance Coordinator, administration, and family to create attendance plan; 10-day certified mail letter sent home by Attendance Coordinator 15th Absence: Administration puts parents/guardians on official notice of educational neglect

Jun 05, 2020 to Jun 30, 2021 - admin

Strategy 2

By 2022, Grade Level Teams will work together to analyze current grade level units and projects, select one existing grade level culminating project to focus on, and build out that one existing grade level culminating project to allow for multiple pathways for students to demonstrate understanding. By 2022, Grade Level Teams will use protocols to analyze the quality and alignment of their selected grade level culminating project.

Jun 05, 2020 to Jun 01, 2022 - Admin

By 2022, the Specials Team will engage all students, across grade levels, in their specific field learning experiences (field trips and other experiences with community partnerships and outside organizations) aligned to students? specific cumulative, common project-based assessments By 2022, Administration will compile all grade level cumulative, project-based assessments (PK-8) and will analyze current level of school-wide vertical alignment. Administration will work with ILT to analyze and set goals related to vertical alignment for the 2022-2023 school year. By 2022, teachers will invite parents to Curriculum Nights/Days aligned to their students? culminating projects. These Curriculum Nights are utilized to provide students with the opportunity to showcase their cumulative projects and will be hosted by each grade level team.

Jun 05, 2020 to Jul 01, 2022 - Admin

By 2022, Grade Level Teams will ensure that their selected cumulative, common project-based assessments connect to the real world, require students to authentically apply learning, and are project-based in nature By 2022, Grade Level Teams will ensure that their selected common, cumulative project-based assessments are culturally relevant and provide students with opportunities to celebrate their communities, culture, history, language

Jun 05, 2020 to Jun 30, 2022 - admin

By 2022, Grade Level Teams will share their selected cumulative project-based assessment with the Specials Team. By 2022, the Specials Team will work together to align field-based learning (through community partnerships and outside organizations) aligned to each Grade Level?s selected cumulative, common project-based assessments.

Jun 05, 2020 to Jun 30, 2022 - admin

By 2022, Grade Level Teams will calibrate scoring for their selected common, cumulative project-based assessments. By 2022, Grade Level Teams will work together to align tasks in their selected unit to standards-based learning objectives that reflect the depth of knowledge expectations of the cumulative project (backwards planning).

Jul 05, 2020 to Jun 30, 2022 - admin

During Grade Level Meetings, by 2022, Grade Level Teams will use protocols to collectively reflect on the level of cognitive demand asked of students, particularly priority groups of students, to think strategically as speakers, listeners, readers, and writers to prepare students for their selected cumulative project-based assessments. During Grade Level Meetings, by 2022, Grade Level teams will analyze student work samples as part of professional learning to best support student's attainment of quality work and standards. While analyzing student work samples, Grade Level Teams will monitor the effect of teaching on student learning through integrative formative assessment into instruction.

Jun 05, 2020 to Jun 30, 2022 - admin

By 2022, Grade Level Teams will share their common, cumulative, project-based assessments in vertical teams. PK-2, 3-5, and 6-8 vertical grade level teams will share their selected cumulative project-based assessments.. As these vertical teams share their cumulative assessments, they will utilize protocols to calibrate and norm expectations for end-of-unit cumulative project-based assessments. By 2022, Grade Level teams will incorporate feedback and notes from their vertical calibration sessions to revise their cumulative project-based assessments in a way that ensures vertical alignment and consistency.

Jun 05, 2020 to Jun 30, 2022 - admin

Strategy 3

Completed Nov 12, 2020

During the 2020-2021 School Year, teachers will be responsible for taking attendance daily and submitting in Aspen by 8:30 AM, calling students? parents after 2 consecutive absences and/or 3 absences within a week, communicating with Attendance Coordinator about chronic students, attending 10-day attendance plan meetings, planning activities or incentives related to attendance, and creating nurturing environments in which students want to come to school each day. During the 2020-2021 School Year, the Attendance Coordinator will be responsible for running daily attendance reports by 8:45 AM, notifying administration (Mr. Russell) of number of students absent by 9:00 AM, monitoring parent phone call log, calling home after two absences back to back and/or 4 total absences, preparing perfect attendance homeroom lists for daily announcements, sending home 5- and 10-day letters via certified mail, and attending monthly Network 4 attendance meetings During the 2020-2021 School Year, Administration (Mr. Russell) will establish a system for sharing attendance during morning announcements, and Mr. Russell will use morning announcements to shout out attendance. The Attendance Committee will establish a school-wide attendance incentive system. During the 2020-2021 school year, administration will be responsible for holding meetings with families of students who have 5+ total absences, conducting home visits after 10 total absences, and creating Attendance Plan with teacher and family after 10 total absences During the 2020-2021 school year, the Attendance Committee will establish a policy and procedure for staff?s handling of planned extended student absences outside of scheduled and/or religious holidays (example: 2 or 3+ consecutive absences for travel). The committee will explicitly communicate this policy and procedure with parents. During the 2020-2021 school year, Parents will be responsible for communicating to teachers and attendance coordinator (Flor) about absences, bringing in doctor?s notes as appropriate, encouraging other families to value strong attendance practices, and dedicating time at home to makeup work when school is missed. Throughout the 2020-2021 School Year, The Attendance Committee (under Mr. Russell?s guidance) will ensure that the following action is

taken following each subsequent student absence: 1st Absence: Robocall home 2nd and 3rd Absence: Phone call from teacher (logged in Call Log) 4th Absence: Call from Attendance Coordinator (Flor) 5th Absence: Phone call from Administration to schedule Attendance Check-In Meeting; 5-day certified mail letter sent home by Attendance Coordinator 10th Absence: Home visit by administration; meeting with teacher, Attendance Coordinator, administration, and family to create attendance plan; 10-day certified mail letter sent home by Attendance Coordinator 15th Absence: Administration puts parents/guardians on official notice of educational neglect

Jun 05, 2020 to Jun 05, 2020 - Administration

Fund Compliance

ESSA Program

[ ]

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.

[X]

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.

This will be Completed by the CIWP Team through survey data and multiple meetings.

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

This is stated in the goals portion of the CIWP process. IT can also be found in our one-pager.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

This will be Completed by the CIWP Team throughout meetings.

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).

This will be Completed by the CIWP Team and can be found in the goals portion of the CIWP.

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

This will be Completed by the CIWP Team- We have listed this on our CIWP reflect.

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.

This was Completed by the CIWP Team in our Goals portion.

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

We do yearly checkings with staff, students, and families

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.

This was Completed by the CIWP Team

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.

This was Completed by the CIWP Team

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.

This was Completed by the CIWP Team

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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.

N/A and School Does not receive Title 1 Funds

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

N/A and School Does not receive Title 1 Funds

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.

N/A and School Does not receive Title 1 Funds

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.

N/A and School Does not receive Title 1 Funds

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.

N/A and School Does not receive Title 1 Funds

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.

N/A and School Does not receive Title 1 Funds

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.

N/A and School Does not receive Title 1 Funds

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.

N/A and School Does not receive Title 1 Funds

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 and School Does not receive Title 1 Funds

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.

N/A and School Does not receive Title 1 Funds

Policy Implementation Activities

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

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

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

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

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)
N/A and School Does not receive Title 1 Funds

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) Our mission is to build a safe and supportive community whose members work together each day to develop and advance our knowledge of our world, our knowledge of each other, and our ability to operate with skill and proficiency and integrity in our academic, professional, social and civic lives.
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. N/A and School Does not receive Title 1 Funds
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. N/A and School Does not receive Title 1 Funds
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. N/A and School Does not receive Title 1 Funds
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. N/A and School Does not receive Title 1 Funds
The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion). N/A and School Does not receive Title 1 Funds
The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school. N/A and School Does not receive Title 1 Funds

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).

N/A and School Does not receive Title 1 Funds

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.

Money is not an intrigul part of our CIWP and does not require funds.

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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00