

Walter S Christopher Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Katie Gallagher	Principal	Kmgallagher1@cps.edu	Has access
Amy McKee Hamilton	Assistant Principal	ammckee@cps.edu	Has access
Kim Moyer	Counselor	kamoyer@cps.edu	Has access
Jennifer McCarthy	Lead Teacher	jamccarthy1@cps.edu	Has access
Cynthia Dominguez	ELPT	cadominguez@cps.edu	Has access
Susana Tapia-Alvarez	3-5 Teacher	stapia@cps.edu	No Access
Griselda Macedo-Garcia	K-2 Teacher	gmacedo-garcia@cps.edu	No Access
Dan Carlson	6-8 Teacher	dccarlson@cps.edu	No Access
Salley McGrath	SPH Cluster Teacher	scmcgrath@cps.edu	No Access
Tracy Botta	MOD Cluster Teacher	tlbotta@cps.edu	No Access
Katrina Murphy	Art Teacher	klmurphy3@cps.edu	No Access
Carole O'Brien	Case Manager	caobrien1@cps.edu	No Access
Karen McDonagh	Case Manager	kalakawitch@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/23/2020	Katie, Amy, Kim, Jen, Dan, Susana, Salley, Katrina	Creating a team, SEF Frameworks
01/30/2020	Katie, Amy, Jen, Kim, Tracy, Katrina, Dan, Susana	Complete SEF Frameworks

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
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** " School Mission and Vision are visible throughout the school. " Our mission of Reach All, Teach All and Include All are our core values and drive all our decision making and is communicated to students, staff and the community throughout the year. " Focus on high leverage activities including linking CCSS to our What, How, Why, focus on Balanced Literacy and Guided Reading. " Allow for safe practice and time for teachers to try new strategies and refine skills. Provide coaching, mentoring and supports both in house and from the network.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

- **Evidence:** ? We engage in ongoing inquiry through implementing data meetings in k-5th grade. We have protocols and structures in place to analyze student work, find the gaps and plan for re-teaching. ? Have established grade level meetings for teachers to collaborate, look at data, set goals and refine their practices. ? Teachers participate in using the MTSS problem solving process by completing an in house Tier 1 Green form, creating small groups based on needs and implementing interventions. ? Teachers initiate opportunities for professional growth by participating in District PD, going to conferences, and being selected to lead professional development. ? All schedules follow CPS Instruction Time/ Block Guidelines in K-8 to maximize instructional time.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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
 - **Evidence:** ? Our curriculum is tailored to strengths, needs and interests of each student. We use Go Math!, Unique, Second Step, Touch Math, N2Y, Reading Street, My Sidewalks, Google Classroom, Safari, News ELA, Attainment, Readings Eggs, Kahoot, IXL, TumbleBooks, Starfall, Raz-Kids. ? Teachers use Second Step and Calm Classroom to explicitly teach social and emotional skills to all students. ? Classrooms have been fitted with rich, engaging, culturally responsive, leveled texts. Libraries contain a balance of ?mirrors and windows.? ? Technology is embedded within units and lessons. All classrooms have a SmartBoard, K-2 is one to one I pads, 3-8 are one to one chrome books. ? Teachers continue to use the What, How and Why practice for their lessons to identify the essential understandings and make learning relevant to students everyday lives.
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** ? Teachers believe, teach and communicate to students that they can all learn, have high expectations for them and believe in them. ? Each classroom

has a poster In This Room We Learn Best By? that teachers and students have developed. ? Teachers have lending libraries that students are allowed to take out books of different levels, cultures and interest. ? Teachers assist students in creating learning goals for the school year. ? Students are able to state the ?What are you Learning? as evident in or Instructional Core Visits. ? Teachers monitor student progress through progress monitoring, formal and summative assessments and IEP benchmarks.

- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** ? ILT, MTSS/BHT, grade level teams use problem solving process, identify gaps and monitor students within all tiers. ? Began implementing common assessments for grades using Reading Street, Go Math. ? Teams have access and analyze school wide and classwide assessments such as NWEA, TRC, MClass, BASS, SANDI, Access, IXL, Study Island, Unit and Chapter assessments.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** ? MTSS Team completes SEF Ratings and uses MTSS Framework Implementation Guide. ? Administration supports MTSS by structuring a building diverse team including a lead teacher, Case manager, counselor, teacher and ELPT. Administration also supports by scheduling meetings, aligning resources and materials, and participating in district professional development. ? MTSS gathers and utilizes multiple data resources to determine tiering. A Green Tier One form has been created to house the information on one document for each student. ? MTSS team shares information and regularly communicates with families the role of MTSS And implementation during PAC,LSC, and BAC meetings. Have provided MTSS specific workshops. ? MTSS team completes SAM at BOY,MOY and EOY.
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** ? ELPT monitors progress of English Learners after transition. ? Use Pathways to Success and Naviance to provide opportunities to students to identify career and academic interests ? Have college week and promote different colleges ? During WIN time students are taught how to look at their grades, missing assignments, and complete Naviance Lessons

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** ? We have created in each student schedule dedicated time for Second Step, Calm Classroom and opportunities for students to practice building relationships and being kind. ? Our themes have included: Teams, Neighborhood, Energy Bus and you Matter. All of these themes help build empathy, compassion and teamwork. ? School wide expectations of: Be Respectful, Be Responsible and Be Safe are hung up and nearly all staff and students follow the school wide expectations. ? Staff frequently acknowledges positive student behavior with Paw Tickets. We have a PBIS system that everyone is familiar with and student gain paw tickets when demonstrating the school wide expectations and then can use their tickets to shop at the PBIS store. ? We have a PPLC, PPC , ILT, LSC where teachers and staff have opportunities to collaborate, build relationships and work together toward school improvement ? Our positive climate and

working conditions attracts and retains teachers. We have a large number of staff that have been working at Christopher for over 20 plus years

- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** ? Students learn about government and participate in taking both the state and federal constitution Test. ? Student both in general education and special education have had opportunities to participate in a the electoral process through role playing when voting for the United States President, Running for student counsel, and voting on different activities and events throughout the school year. ? 8th Grade students participated in Pathways to Success. This provided opportunities for students to reflect on their beliefs, set goals and create pathways to attain those goals. ? Middle school students have an advisory period built into their weekly schedule that allows opportunities for discussions around culture, interests, and school improvements.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** ? We have 3 positive school wide expectations that are hung up throughout different areas of the school. ? Adults actively supervise students and reinforce positive behaviors and expectations. Students are given paw tickets when they are modeling or following the school wide expectations and then redeem their tickets at the PBIS store. ? We have structured arrival, dismissal and transition time to maximize instructional time and students contribute to the management of the structures by peer buddy system. ? We have defined job responsibilities for staff that include greeters to ensure students are greeted and have positive interactions arriving and dismissing from school. ? According to the Network SEL survey and My School My Voice most students feel safe in and around the school building including in the classroom, common areas, hallways and bathrooms.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** ? We use restorative practices throughout the school. Our counselor and social worker have attended the necessary training. ? Entire staff has had a restorative coach work with them for a period of half a year. ? Different staff members are part of the BHT and attend network and district training including trauma, discipline, and restorative practices. ? The suspension rate is less than 1% over the past 4 years.
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** ? We have LSC,BAC,PAC meetings monthly for parents to join, participate and come to participate in workshops and trainings, ? Communication is sent in hard copy home in student's books bags and put on the Christopher Website. ? Parents representation is asked for when completing the CIWP. ? Parent Portal sign up is highly encouraged and we have opportunities during report card pick up for parents to visit the tech lab to set up an account. ? Staff use phone call, communication journals, newsletters, Classdojo, journals to communicate regularly with parents. ? All communication is sent home in English and Spanish.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2

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

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Instruction - no differentiation, lack of consistent practices, understanding scaffolding of the CCSS, alignment of assessments to instruction, fidelity of programs
Root Cause 1	Assign designated time in schedules for fidelity checks. For example: Follow through of teacher implementation of learning, practices and structures, differentiation, and alignment to standards.
Area of Critical Need 1	MTSS - Do Not Have Solid Tier 1 Foundation. Tier 2, Tier 3 Needs to be strengthened, Implementation - How are students moving between tiers, progress monitoring, menu of interventions

Root Cause 2	Decide on Tier 1 curriculum, expectations, implementation. For example: Monitor implementation. Following through with scheduling, protocols, procedures, resources and structures - administration. District and Aspen is inconsistent.
Area of Critical Need 3	Curriculum - vertical alignment, curriculum mapping, balanced literacy, units of study
Root Cause 3	Following through. For example: with scheduling, protocols, procedures, resources and structures - administration

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
SQRP: National School Growth Percentile - Reading (Grades 3-8) In looking at data and planning on building our Tier 1 school wide curriculum and instruction we anticipate students will continually grow.	Overall		60.00	62.00
	Students with IEPs			
SQRP: National School Growth Percentile - Math (Grades 3-8) In looking at data and planning on building our Tier 1 school wide curriculum and instruction we anticipate students will continually grow.	Overall		71.00	73.00
	Students with IEPs			
Vision: Attendance Rate We know this is an area of growth for our students and understand the importance of attendance and academic growth.	Overall		87.90	88.90
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey School for the last 2 years has earned a Moderately Organized Rating which had increased from Not Yet Organized in 16-17 to Partially Organized in 17-18 to Moderately Organized in 18-19. We are working towards the next level of Organized.</p>					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Develop a local MTSS Tiering Criteria and create a menu of targeted interventions
Then we see...	teachers matching the interventions to student needs and monitor progress consistently
which leads to...	fully implemented standardized systems and structures so 60% of our students are on track.
Budget Description	Funding for MTSS LEAD, funding to purchase interventions and materials specifically for Tier 2 and Tier 3,
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Assign MTSS Lead <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Create an MTSS Team and Calendar for Meetings and Criterion Measures for Tier 2 and Tier 3 <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Create attendance team, Calendar for meetings, and attendance plan for interventions and acknowledgements. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Review Tier 1 practices in SEL, Academics and Attendance and Criterion Measures for Tier 2 and 3 <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Provide clear structures and steps for teachers to follow for Attendance, SEL and MTSS <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide the MTSS Intervention Menu and specific tools for Progress Monitoring aligned to intervention <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Create Progress Monitoring Schedule for Teachers <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Teachers utilize the specific interventions and progress monitor with fidelity <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Monitor attendance issues, interventions, incentives and activities. <p>Tags:</p>
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Strategy 2

If we do...	offer teachers professional development on researched based instructional strategies
Then we see...	teachers engaging all learners in high quality, differentiated, rigorous tasks
which leads to...	an increase in growth metrics as measured by NWEA, TRC, Access and progress toward of IEP goals.
Budget Description	Create PD Calendar, funding for Professional Development and coaching
Tags	Instruction, Equity: Resource Equity, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences,

	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Cluster Programs, OECE: P-2 Balanced Literacy, OSEL: SEL Instruction, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Identify high leverage instructional strategies (DI, Guided Reading, Student Discourse, Progress Monitoring, Questioning) Tags:Instruction • (Not started) Create a professional development calendar Tags: • (Not started) Create and implement grade level calendar for data review including student work and District wide assessments Tags: • (Not started) Engage teachers and staff in Professional Development on the instructional strategies Tags:Instruction • (Not started) Implement differentiated Instructional Strategies with fidelity in the classrooms Tags:Instruction • (Not started) Distribute leadership moves to teachers for looking at student work Tags: • (Not started) Align Problem of Practice to identified Instructional Strategies Tags: • (Not started) Practice Instructional Rounds and providing feedback to teachers from administration and colleagues Tags:

Strategy 3

If we do...	If we implement units aligned to Common Core standards, including SEL and WIDA with fidelity
Then we see...	students engaged in tasks and assessments that reveal understanding of the standards

which leads to...	an increase in attainment metrics as measured by NWEA and achievement of IEP goals.
Budget Description	Funding for Professional development, Funding for coaching, Funding for Curriculum resources, meeting time/calendar for teacher collaboration
Tags	Curriculum, Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, CIDL: Curriculum, CIDL: Digital Learning, Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Science: Curriculum, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Ensure that all curricular resources are standards based Tags: • (Not started) Create structures and expectations that are clear and concise for implementation for identified curriculum Tags: • (Not started) Provide High Quality Professional development on Curriculum Implementation (Literacy, Math, Science, PE, Arts, WIDA and SEL) Tags:Curriculum • (Not started) Plan and Implement Units aligned to standards Tags: • (Not started) Monitor for fidelity for Math scope and sequence Tags: • (Not started) Administration provide feedback on units and curriculum implementation Tags: • (Not started) Develop scope and sequence for Language Arts Tags:

Action Plan

Strategy 1

Assign MTSS Lead

Jun 01, 2020 to Jul 31, 2020 - Administration

Create an MTSS Team and Calendar for Meetings and Criterion Measures for Tier 2 and Tier 3

Jun 01, 2020 to Aug 28, 2020 - Administration MTSS Lead Core Team

Review Tier 1 practices in SEL, Academics and Attendance and Criterion Measures for Tier 2 and 3

Aug 31, 2020 to Sep 04, 2020 - Administration MTSS Lead MTSS Team

Provide clear structures and steps for teachers to follow for Attendance, SEL and MTSS

Aug 31, 2020 to Sep 04, 2020 - Administration MTSS Lead MTSS Team

Provide the MTSS Intervention Menu and specific tools for Progress Monitoring aligned to intervention

Aug 31, 2020 to Jun 24, 2022 - Administration MTSS Lead MTSS Team

Create Progress Monitoring Schedule for Teachers

Sep 07, 2020 to Jun 20, 2022 - MTSS Lead MTSS Team

Teachers utilize the specific interventions and progress monitor with fidelity

Sep 07, 2020 to Jun 20, 2022 - Teachers

Create attendance team, Calendar for meetings, and attendance plan for interventions and acknowledgements.

Aug 03, 2020 to Sep 30, 2020 - Administration Attendance Team Teachers Staff Families

Monitor attendance issues, interventions, incentives and activities.

Sep 08, 2020 to Jun 17, 2022 - Attendance Team Administration

Strategy 2

Identify high leverage instructional strategies (DI, Guided Reading, Student Discourse, Progress Monitoring, Questioning)

Jun 08, 2020 to Aug 21, 2020 - Administration Core/Leadership Team

Create a professional development calendar

Jun 01, 2020 to Aug 28, 2020 - Administration Core/Leadership Team

Create and implement grade level calendar for data review including student work and District wide assessments

Jun 01, 2020 to Aug 21, 2020 - Administration Core/Leadership Team

Engage teachers and staff in Professional Development on the instructional strategies

Aug 31, 2020 to Jun 17, 2022 - Administration

Implement differentiated Instructional Strategies with fidelity in the classrooms

Sep 08, 2020 to Jun 20, 2022 - Teachers

Distribute leadership moves to teachers for looking at student work

Jan 04, 2021 to Jun 16, 2022 - Administration Teachers

Align Problem of Practice to identified Instructional Strategies

Dec 01, 2020 to Jun 17, 2022 - Administration Teachers

Practice Instructional Rounds and providing feedback to teachers from administration and colleagues

Nov 02, 2020 to Jun 17, 2022 - Administration Teachers

Strategy 3

Ensure that all curricular resources are standards based

Jun 01, 2020 to Aug 03, 2020 - Administration Core Team Teachers

Create structures and expectations that are clear and concise for implementation for identified curriculum

Jun 17, 2022 to Jun 17, 2022 - Administration Core/Leadership Team

Provide High Quality Professional development on Curriculum Implementation (Literacy, Math, Science, PE, Arts, WIDA and SEL)

Jun 20, 2022 to Jun 20, 2022 - Administration Core/Leadership Team Teachers

Plan and Implement Units aligned to standards

Sep 07, 2020 to Jun 20, 2022 - Teachers

Monitor for fidelity for Math scope and sequence

Sep 07, 2020 to Jun 20, 2022 - Administration Core/Leadership Team

Administration provide feedback on units and curriculum implementation

Oct 26, 2020 to Jun 17, 2022 - Administration

Develop scope and sequence for Language Arts

Jul 13, 2020 to May 31, 2021 - Administration Core/Leadership Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

School wide data is reviewed regularly at ILT Meetings and at grade level meetings to inform data driven instruction and assess student needs.

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

Strengthen school wide Tier 1 instruction, provide necessary supports for Tier 2 and 3 instruction to meet the needs of students.

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.

School will continue to use formative and summative assessments to inform high quality instruction and meet the needs of our students.

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).

Our school reform strategies to address the needs of all students include: differentiated instruction, guided reading, guided math, and small groups. The school wide reform strategies we use to address student SEL needs include: Calm Classroom, PBIS, Second Step, counseling, Naviance, Pathways to Success, and The Nora Project.

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

We post positions on HR4U, we conduct a series of interviews, and we have an interview team that participates in the interview process.

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.

We provided high quality on going professional development including: district and outside providers. We have Paula Kluth to provided professional learning and consultative services for teachers and paraprofessionals, Childrens Literacy Initiative for professional learning and coaching opportunities, and opportunities for parents to participate in professional learning through our Parent Committees such as BAC and PAC.

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

We have a Meet & Greet at the beginning of the year, Open House, Parent Teacher Conferences, BAC, PAC, LSC meetings, Book Fair, PBIS Store. Parents are able to volunteer at school for special events and for classroom support. We hold special events such as Resource Fair, Art Fair, and Special Olympics.

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.

Teachers have an opportunity to provide input and vote on the Assessment Plan for the school year. We Discuss assessments during ILT meetings and grade level meetings and look at student work.

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.

We have different supports for students needing additional academic programs which includes: after school programs, ESL after school program, small group instruction provided by teacher in classroom, progress monitoring, and Tier 2 and Tier 3 supports based on structured MTSS supports.

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.

Many of our students are involved in our Free and Reduced Lunch Program. We have identified staff to work with our STLS students. We receive the Illinois Empower Grant.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Our Annual Principal Meeting for Title 1 PAC will be held on October 23, 2020 . The organizational meeting will be held on October 23, 2020 . The parental involvement policy will be reviewed at least twice a year with parents. Parental input will also be encouraged through the CIWP process. Parents will determine how funds are spent and the Principal ensures they follow guidelines and procedures. Information about our school mission and vision, CIWP, Parent Portal, Assessments, CCSS, and Attendance are shared at meetings and during report card pick up and parent workshops.

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

The school will hold an annual meeting and organizational meeting for Title 1 PAC on TBD. These meetings will inform parents of the school's participation in Title 1 programs, and to explain the Title 1 requirements and their right to be involved in the Title 1 programs. The school will also offer a number of additional parental involvement meetings, including monthly school PAC meetings and will invite all parents. Title 1 parents, families and community members will receive information in the following areas: CIWP, CPS Guidelines for our Title 1 Parental Involvement Program, CPS Policy on Parent Involvement, Title 1 Program Parent Involvement Training Budget, Parent Involvement of the ESEA/NCLB Act, and our 2020-2022 meeting dates for LSC, BAC, PAC. All Materials/notices are available to parents and community in both English and Spanish.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will provide opportunities for regular meetings including monthly PAC, BAC, LSC meetings, State of School and Coffee with the Principal for parents to ask questions and participate in dialogue with the principal about decisions in regards curriculum, instruction, and social emotional learning. Administration will follow up with action steps.

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.

Parents are given their copies of the child's performance results on assessments such as IAR, NWEA, DIBELS, DLM, ACCESS when they are received by the school. Teachers meet with parents during Parent Conferences-Report Card Pick-Up to discuss their child's results and progress. Parents are encouraged to schedule conferences to discuss assessments and student progress throughout the school year.

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

Every parent receives a letter explaining highly qualified teachers as specified in the Title I Final Regulations. Parents have the option to receive information regarding their children's teachers being highly qualified. When the Board of Education sends letters to Christopher School regarding teachers' highly qualified status, these letters are sent home to the parents. All Teachers are currently "highly qualified" in the position they are teaching in and if to change all notices will be sent home.

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.

Our LSC will hold two (2) public Bi -Annual meetings to share our Continuous Improvement Work Plan. (ILCS Article 34)

A copy of our school report card and our CIWP is available for parents and the community to view in the school office. Our Title I PAC training sessions are designed to assist and support our parents requests to get information on how they can help their children at home through meetings and workshops.

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.

Our counselor, social worker, ELPT, teachers, YMCA and Community in Schools provide workshops to assist our parents by providing activities around SEL needs, Naviance, instructional supports, reading strategies, technology, Behavior and health as they have requested at their Title I PAC meetings, our surveys and their evaluations. Resources selected by parents will be shared at PAC, BAC, LSC meetings, parent teacher conference days, Flyers home and available in the main office.

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.

Our staff professional development sessions also cover information about our Title I PAC program activities for our parents and the community. Christopher reaches out to the parents and community through regular meetings, Open House, Report Card PickUp, Book Fairs, Assemblies, Special Culture and Awareness days, Special Olympics etc. Parents in the PAC meet monthly with parents and Administration to plan and organize ways to facilitate ongoing contributions from parents. A small parent volunteer team supports school, teacher and events that take place in the school. Parents are always welcome at Christopher. Teachers are expected to contact parents when issues arise with the students and if appropriate or needed, administration becomes involved. For students in our cluster programs, special education teachers maintain daily communication with the parents through communication books/notebooks Staff are encouraged throughout the school year to contact parents regarding student progress and upcoming activities their students are involved in such as assemblies.

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.

Christopher currently does not have a pre-school program. This is a possibility that is being explored. Information is made available for parents regarding Child Find Screening Program and registration and inform them of schools that have pre-school programs for reference.

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.

All information of PAC, BAC, LSC, Open House, Parent Conferences and any other meeting are published in both English and Spanish on our monthly calendar, Parent Monthly Newsletter and reminder notices. Report cards are available in both English and Spanish. LSC agendas and Principal Report are available in both English and Spanish. All school correspondence is sent home in English and Spanish. All meeting agendas are posted on the school doors 48 hours before all meetings. Christopher regularly sends home fliers as well as a monthly calendar for parents in English and Spanish. Parents are well informed and are welcome to call or come to school to ask questions.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Christopher School, consistent with its mission to Reach All, Teach All and Include All is committed to providing a differentiated academic program that will support all of our students through professional development and shared leadership with an emphasis on CCSS in literacy, math, and Next Generation Science Standards along with technology and inclusive educational activities. We foresee that all students will succeed in an inclusive, positive, supportive and safe learning environment that facilitates each student's growth, emphasizing academic excellence, socialization and communication. We are committed to providing a rigorous academic program that supports literacy and learning in all areas of education, and for all students. Through sound teaching practices and professional development involving all stakeholders, community members, and parents, we will join together to help produce students who are contributing members of their society.

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

Report Cards and IEP Progress Report Cards are distributed quarterly with the Standard Report Card. Distribution days are aligned to with the CPS calendar for distribution.

Dates are as followed for Report Cards:

November 18, 2020

February 12, 2021

April 21, 2021

June 22, 2021

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

Progress Reports are distributed for all students at the 5th, 15th, 20th and 35th week of school.

Dates are as followed for Progress Reports:

October 9, 2020

December 18, 2020
March 12, 2021
May 21, 2021

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

Parents may call the office to speak with teachers or set up a time to speak to their child's teacher. Parents may use the communication notebook for our special education students to request an appointment. Appointments are made with parents when requested. Parents can also check Parent Portal and request meetings through that application as well.

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.

Parents are invited to visit their children's classrooms for special presentations and/or activities or accompany students on field trips. Parents may also visit their children's classroom if the visit is approved by administration. Parents are also encouraged to participate in the parent mentor program or volunteer in classrooms. Parents of incoming special education students are invited to attend an Open House during the school day so parents can meet some members of the staff, tour the building and see our program in progress. Parents are able to observe in classrooms with an appointment.

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

Parents are responsible for checking their child's homework agenda on a daily basis. Parents are responsible for calling the school as well as sending a note to school if their child will be absent. Parents are encouraged to use the parent portal to monitor their child's progress. Parents are contacted and requested to attend a meeting to discuss the progress of students who are not making appropriate academic progress, attendance or social/emotional/behavioral concerns.

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

Communication between home and school happens regularly. Parents have the opportunity to speak with teachers before school and after school, during report card pick up, etc. Teachers discuss students' progress and how parents can assist with learning at home. Parents are able to and are encouraged to meet with their child's teacher(s), counselor, and/or school administration regarding any concerns they may have about their child's education/educational needs. Parents can call, write, or come in person to request a conference. Interpreters are made available to prevent any language barriers. Parents meet at least annually to discuss their child's progress and develop their IEP.

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).

Students are accountable for their own learning. Students must take ownership of their learning as they are aware of their strengths and weaknesses as well as their target growth scores. Through the use of weekly reports and CICO students set their own learning goals and are able to self monitor. Students take pride in their learning and achievements and want to please their teachers and parents. Students are

expected to be on time and prepared for school and in uniform daily. They are expected to be active learners and turn all assignments in on time. Students receive positive recognition throughout the school year for academic achievement, attendance, and positive contributions to their learning.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

1. Provide informational meetings and activities for all Christopher families.
 2. Educational field trip(s) to meet the literacy and cultural needs of the home.
 3. Purchase supplies and materials that will support parents helping their children meet the CCSS, make grade level progress, and meet the social and emotional needs of their children.
 4. Increase student achievement by helping parents understand ways to support the curriculum and CIWP goals at home with their children.
- September 2020 Principals Title I Annual Meeting /Title I Election and Organizational Meeting (PAC)

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.	\$944.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$647.00
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)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00

54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	\$0.00