

Ludwig Van Beethoven Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Mellodie Brown	Principal	Mlbrown1@cps.edu	Has access
Lashonn Graham	School Counselor	Lgraham1@cps.edu	Has access
Ebonie Johnson	Case Manager	ejohnson106@cps.edu	Has access
Arlita Bailey-Patterson	Primary Sped Cluster Teacher	arbailey@cps.edu	Has access
Adrienne Sellers	Teacher Assistant	Ajsellers1@cps.ed	Has access
Joyner Bonds	Primary Teacher - ILT Member	Jebonds1@cps.edu	Has access
Daja Johnson	Intermediate Special Ed Teacher	djohnson476@cps.edu	Has access
Brunetta Washington	Intermediate Teacher - ILT Member - LSC	Bn washington1@cps.edu	Has access
Jeanita Strahan	Middle School Math Teacher	Jstrahan1@cps.edu	Has access
Nikole Lewis-Dickens	Middle School ELA Teacher	Nclewis-Dickens@cps.edu	Has access
Darcy Layer	Social Worker	delayer@cps.edu	Has access
Andra Brown	Security Officer	Abrown5@cps.edu	Has access
Sooniti Weems	Parent		No Access
Ms. Washington	Parent -LSC		No Access

Name	Role	Email	Access
LaVerne Wright	Assistant Principal	Lecoke@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/27/2020	Joyner Bonds, Brunetta Washington, Nikole Lewis-Dickens, Mellodie Brown	SEF- CIWP Team (Identify)
02/10/2020	Joyner Bonds, Nikole Lewis-Dickens, Ebonie Johnson, Mellodie Brown, Brunetta Washington	CIWP-Framework

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders

- **Evidence:** ILT Meetings and data, Trends from instructional walks with data and next steps for teachers, grade level meetings, peer observations, mentor and mentee conversations with new / novice teachers.
- 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 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
 - 1 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:** Our school has poster and signage that displays the school's vision, mission and expectations for the school community. We engaged in a summer institute for new teachers and working sessions with mentors and mentees. Schedules are aligned with CPS required minutes per grade level and subjects. Utilization of data for instruction using protocols to drive student instruction.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:** School wide Second Step lessons and calm classroom activities. There are intervention materials in place for reading and math, such as VMath and LLI, after school materials, BlueStreak Math. There are adequate classroom libraries with mirror texts and novel sets. Project based learning.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 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
 - 3 Provide students frequent, informative feedback

- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 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:** Ongoing data conversations with students, accountability trackers with small group instruction for groups of students. Flexible seating is evidence in classes for certain students. Students engaged in interest inventories to support their learning. Regularly monitor students' academic progress through BOY, MOY and unit assessments. Ongoing collaboration with instructional support that pull students for small group instruction and adjust instruction appropriately.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** We promote assessments in measuring up and Pearson realize on a daily basis. Ongoing engagement in assessments for grouping purposes. Teacher support during ILT and Grade Level meetings to support teachers. Assessments are aligned to standards based on the online platform with our instructional programs.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We have identified the students for MTSS and are engaging in interventions. However, there is work that needs to be done with tracking / recording the data for Interventions.
- 2 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 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:** Students in grades 6th -8th grade engage in Naviance classes weekly.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** There are several opportunities for students socialize and create trusting relationships with students and staff due to dances, events, parent events, celebrations. Teachers have been provided with training and strategies to support building positive relationships.
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Teachers utilize the social science programs and the Scholastic News Magazines to engage in discussions around current events and civic learning.
- 3 - Physical and Emotional Safety

- 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** The adults greet students warmly and inquire about their emotional health. Morning meeting and second step occurs daily to support students. Staff members are trained in supporting students with trauma.
- 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Staff members are trained and supported in restorative conversations. Suspensions are utilized as a last result. We focus on PBIS through KICKBoard for positive behavior interventions. We have a BHT Team in place to support students whom may need Tier 2 and Tier 3 supports.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 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
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Ongoing events for parents and workshops. Engage in surveys to identify parent interests for workshops.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
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	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
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	4
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	Literacy growth among students in 3rd - 8th grade
Root Cause 1	Lack of consistent effective best practices across the school with literacy teachers

Area of Critical Need 1	Math growth among students in 3rd - 8th grade
Root Cause 2	Lack of consistent effective best practices across the school with math teachers
Area of Critical Need 3	Literacy attainment among students in 3rd - 8th grade
Root Cause 3	Lack of effective differentiate instructional practices to support students at various levels

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) This metric was chosen based on our FY19 data and instructional practice observation.	Overall		49.00	59.00
	African American		49.00	59.00
Vision: NWEA Growth G3-8 (Reading) This metric was chosen based on our FY19 data and instructional practice observation.	Overall		60.00	70.00
	African American		60.00	70.00
Vision: NWEA Attainment G2-8 (Reading) This metric was chosen based on our FY19 data and instructional practice observation.	Overall		45.00	45.00
	African American		42.00	42.00
Vision: NWEA Attainment G2 (Reading) This metric was chosen based on our FY19 data and instructional practice observation.	Overall		35.00	35.00
	African American		35.00	35.00
Vision: NWEA Attainment G2 (Math) This metric was chosen based on our FY19 data and instructional practice observation.	Overall		47.00	47.00
	African American		45.00	45.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
This metric was chosen based on our FY19 data and instructional practice observation				

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 Organized				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we develop a comprehensive Professional Development plan which focuses on balanced grading and assessments with an established scope and sequence that covers Balanced Grading and balanced assessment with systems in place for progress monitoring and consistent grading practices throughout grade levels and content .
Then we see...	75% of Faculty and staff use best practices for high quality rigorous instruction to engage students in inquiry based learning and assessments. A staff that feels supported in improving their practice around balanced grading and assessments implementation. As well as actionable, transparent, and consistent data to inform planning, instruction, and systems for student support (MTSS, DL)
which leads to...	Increase in student accountability, ownership, and engagement in their own learning. Increase in teaching capacity around informal and formal assessment. Positive relationships and collaboration in a professional learning community. Alignment to standards and assessments and grading, more equitable learning and real world

	experiences across grade levels and content areas, a uniform approach to assessing student needs, increase in On Track performance.
Budget Description	Work with the ILT to create a scope and sequence with a timeline to support progress monitoring and consistent grading practices. This includes utilizing Google Forms and spreadsheets to identify trends, areas of support and areas of strength to inform our next steps. Provide opportunities in our schedule for common planning times to discuss and share data points regarding progress monitoring and grading practices. Provide schedule time for pd to support teachers. Lastly, budget for substitute teacher coverage for teacher pd.
Tags	Leadership for Continuous Improvement, Instruction, Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, OECE: PK Curriculum, Math: Rigorous Tasks, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Create a scope and sequence of assessments including; end of unit assessments, exit tickets and interim assessments <p>Tags:Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment</p> <ul style="list-style-type: none"> (Not started) 90% of teachers will Implement planning and instruction that engages students in Student Mathematical Practices, Questioning, and Reasoning . <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Science: Rigorous Tasks, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) 85% of Teachers will engage students in tasks that involve real world application ;allowing students to take ownership, and encourage perseverance and a growth mindset. <p>Tags:Instruction, Assessment: Checkpoint Student Assessment System, MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment</p>

Strategy 2

If we do...	If we Increase Parent Report Card Pick up for the November 2020 school year from 38% to 50%, this will provide parents the opportunity to become a part of our learning culture. They can observe and learn how we interact with the students and become engaged in our everyday partnership of educating students.
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Then we see...	By increasing parent involvement, it will become easier to assist students' academic, behavioral, and social needs. We will create a consistent ongoing dialogue about student achievement.
which leads to...	Parents will understand the level of commitment from the staff and will begin to communicate and build trusting relationships with our staff which will develop a home-school connection. Parents will send their child(ren) to school, and by doing so it will increase the attendance rate. When students are present, the attendance rate increases and they are able to benefit from direct instructional teaching which will ultimately increase grades, and test scores and this will positively impact On-Track data.
Budget Description	Subs for planning time for the team to create a plan for Report Card Pick Up. Funds to order books and incentives to be given to students and parents on Report Pick Up night.
Tags	Relational Trust, Family & Community Engagement, Assessment: Monitoring Student Learning to Support Growth, CBE: Extended Learning, CBE: SEL Integration, CIDL: Curriculum, CIDL: Digital Learning, Equity: Inclusive Partnerships, FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Volunteer, OSCPA: Social/Emotional Support, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) To increase the percentage of parents attending Report Card Pick Up for SY 20/21. Starting in September, monthly meetings will be held to plan activities for Report Card Pick Up. Using the Parent Pick-Up data sheet, our goal is to increase from 38% to 50% in November. Our EOY goal for April 2021 is 75%. <p>Tags:FACE2: Parent Engagement</p>

Strategy 3

If we do...	Small Group Instruction daily in both literacy and math, 100% of teachers will deliver differentiated instruction using leveled readers, and small group instruction (SGI) based on NWEA RIT Bands
Then we see...	70% student growth of one to two reading levels each quarter and student growth in math one RIT band every two quarters.
which leads to...	Use NWEA data and progress monitoring bi-quarterly to create/revise small groups
Budget Description	Obtain all necessary resources for both literacy and math such as leveled readers, teacher guides, and student consumable workbooks. Provide subs for teachers to effectively plan for small group instruction with grade level teacher teams.
Tags	Leadership for Continuous Improvement, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> (Not started) Use NWEA data and progress monitoring bi-quarterly to create/revise small groups Obtain all necessary resources for both literacy and

	<p>math such as leveled readers, teacher guides, and student consumable workbooks. Provide subs for teachers to effectively plan for small group instruction with grade level teacher teams.</p> <p>Tags:Leadership for Continuous Improvement, Instruction, Literacy: Key Practice #4-Authentic Learning Experiences</p>
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Strategy 4

If we do...	Create a formalized MTSS process by compiling and analyzing existing data on student academic and behavioral progress through the use of screeners and NWEA state testing for students who fall below the 24th percentile.
Then we see...	100% of teachers using this data to identify, engage, and document interventions on ASPEN with identified students.
which leads to...	Early intervention so instructional gaps can be closed which bring students closer to attainment or to determine if additional services are needed.
Budget Description	A MTSS coordinator is needed to ensure that all parts of the MTSS system are working on once accord. This person would ensure teachers are logging MTSS data in ASPEN. Coordinator would compile screeners needed. Teachers need training on implementation and data collection. Teacher training regarding adding interventions into the ASPEN system.
Tags	Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, CBE: Supports, Interventions, or Extensions, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Research successfully implemented MTSS strategies and create a list of relevant evaluation criteria, screeners, interventions, and progress monitoring tools. <p>Tags:</p>

Action Plan

Strategy 1

Create a scope and sequence of assessments including; end of unit assessments, exit tickets and interim assessments

Jun 01, 2020 to Aug 07, 2020 - M. Brown B. Washington J. Strahan L. Wright A. Bailey Patterson N. Williams

90% of teachers will Implement planning and instruction that engages students in Student Mathematical Practices, Questioning, and Reasoning .

Jun 01, 2020 to Jul 01, 2021 - E. Johnson B. Washington J. Strahan L. Wright N. Williams D. Johnson M. Brown

85% of Teachers will engage students in tasks that involve real world application ;allowing students to take ownership, and encourage perseverance and a growth mindset.

Jul 01, 2020 to Aug 30, 2021 - E. Johnson B. Washington J. Strahan L. Wright N. Williams D. Johnson M. Brown

Strategy 2

To increase the percentage of parents attending Report Card Pick Up for SY 20/21. Starting in September, monthly meetings will be held to plan activities for Report Card Pick Up. Using the Parent Pick-Up data sheet, our goal is to increase from 38% to 50% in November. Our EOY goal for April 2021 is 75%.

Sep 08, 2020 to Jun 18, 2021 - L. Graham, A. Brown, A. Sellers, A.Bailey-Patterson

Strategy 3

Use NWEA data and progress monitoring bi-quarterly to create/revise small groups Obtain all necessary resources for both literacy and math such as leveled readers, teacher guides, and student consumable workbooks. Provide subs for teachers to effectively plan for small group instruction with grade level teacher teams.

Sep 07, 2020 to May 10, 2021 - Teachers grades K-8th Principal AP ILT Members

Strategy 4

Research successfully implemented MTSS strategies and create a list of relevant evaluation criteria, screeners, interventions, and progress monitoring tools.

Sep 08, 2020 to Oct 01, 2020 - MTSS 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.

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

ESSA Schoolwide Program

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

As a school we will engage in a needs assessment of our school community based on the achievement of students relative to state content and achievement standards. Our team will review assessment data from NWEA / MAP, IAR and KIDS to assess the needs of our students. After assessing and disaggregating the data, we will plan to provide instructional supports for all students to ensure that they are working towards academic progress. Our Instructional Leadership Team, and teachers will engage in a deep data dive three times during the school year to reevaluate the program and supports we have in place in students.

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

As a school, we will engage in the following reform strategies that will allow opportunities for all students to meet proficient and advanced levels of academic achievement, these strategies include; Teaching high quality tier 1 instruction at grade level in every classroom, providing small group instruction for every student in both reading and mathematics. Scheduling time in our Master Schedule for a thirty minute intervention block for students in grades K-8th. Additionally, we will provide after school academic tutoring to support all students in both reading and math with direct instruction from the Teacher as well as an online instructional program that designs students' instructional learning path based on their data.

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.

As a school, we will engage in the following reform strategies that use methods and instructional strategies based on scientifically- based research in our classrooms. This includes the following: guided reading utilizing leveled texts, mini-lessons using the Gradual Release of Responsibility with our core grade level CCSS instructional programs, balanced small group math instruction based on students mathematical levels to increase students' foundational skills and decrease math deficiencies. Our school will provide additional time in our master schedule for an intervention block to increase the amount of quality of learning time. Lastly, we will provide a summer enrichment program.

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).

As a school, it is our goal to insure that we are addressing the needs of all students in our school. Therefore, we engage our students the following programs for students that are at risk of not meeting academic achievement. This includes the following: Certified teachers or trained adults provide small group differentiated instruction daily in reading and math. Students are grouped by their instructional

level or skill deficit to engage in guided reading or utilize Vmath for math instruction. In addition, there is a school wide intervention block for each grade band, students receive targeted instruction to address skill deficits in reading and math. For those students that still need additional academic support, there is after school academic enrichment for students that fall below the 50th percentile. We have partnered with the University of Chicago to support in the areas of mentoring, academic achievement and college career awareness. Through the Neighborhood Supporting Schools program, U of C students are provided with training with academic resources and assigned targeted groups of students. The NSP tutors meet with students 1-2 times per week to serve as a mentor and provide academic support. NSP tutors are also held accountable for assessing academic mastery in math/reading, providing feedback and meeting with admin. to determine next steps and implement new strategies as required. University of Chicago Basketball teams (Women's and Men's) meet quarterly with middle school students to discuss academic achievement and how to navigate socially while in college. Middle school students have an opportunity to tour the campus and share their post elementary school interest and learn about college course offerings. To further support college career awareness students in grades 5th-8th engage in a Naviance course with the school counselor. In efforts to support the social and emotional well-being of all students, teachers provide daily Second Step lessons and guide students as they engage in Calm classroom activities three times per day. The school counselor and social worker provide additional social and emotional lessons for grade levels that have 30% or more of the students that repeatedly engage in negative infractions.

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

As a school our senior leadership team works with our Teacher Leaders (ILT members) to create a teacher recruitment process to ensure that we are selecting highly-qualified teachers. All new hires engage in the same protocol process: 1. Introduction of themselves and team members. 2. virtual demonstration lesson or viewing a previous taped lesson. 3. The team engages the candidate in questions that involve: achievement, commitment, instructional design strategies, classroom management and etc. 4. The team asks questions about the candidates resume and their goals as a teacher. 5. Candidate is allowed to ask any questions of the team. All new teachers participate in a summer institute and meet their assigned mentor teachers. Mentors formally meet with mentees once per week to support their areas of growth and strengthen the areas they are doing well in the classroom.

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.

A leader learning plan is created by the Principal and Assistant Principal that is aligned to all addressed items in the CIWP. Anchor texts are determined by Administration. to build the capacity of Instruction Leadership Team members to support teacher and learning. As well as understanding research best practices in teaching, effective planning and implementation of instructional strategies. The Instructional Leadership Team creates a teacher learning plan that is aligned to CIWP priorities and information gathered from instructional walks, interim assessments and NWEA testing. Both teams are engaged in learning cycles and consistently collect evidence through exit tickets or instructional walks, evaluate and determine next steps.

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

There are several strategies we will utilize to increase parental involvement; Family Literacy Workshops through the University of Chicago and My Very Own Library four times per year. Our partnership with Stand for Children where we engage in monthly home visits to increase parent involvement. We engage in family and community workshops on a bi-monthly basis that focuses on math, science, technology and games to increase positive relationships with 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.

It has been our goal to engage in the "Step Up to Kindergarten" program on a yearly basis. We work with our ECH ISL to prepare all pre-k students to transition to Kindergarten. We engage in Kindergarten round up and introduce to parents to teachers, instructional programs, school day schedule and goals for kindergarten readiness.

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.

In order for us to utilize academic assessment data to improve the achievement of individual students and the overall instructional program, our instructional leadership team along with the administration team creates our cycle of assessments calendar. Our academic assessment calendar is created to ensure that it is a reflection of our desired academic outcomes as aligned with the CIWP priorities and strategies. The Instructional leadership team shares the academic calendar with their perspective teams, presents the how and why progress monitoring of student achievement on assessments supports improved academic achievement and solicits teacher feedback. All stakeholders are responsible for sharing achievement data, interpreting that data and sharing their next steps to improve academic achievement for all students. Teachers are provided with time and space to collaboratively plan and sharing effective strategies to improve student achievement.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

As a school it is our responsibility to provide additional supports, strategies and resources to all students that are experiencing difficulty in mastering varied levels of academic standards. Our team has created systems to ensure that we are providing effective and timely additional assistance. Teachers provide bi-weekly assessments that are aligned to standards, design targeted student practice. Students are pulled three times per week in targeted small groups to meet with a certified teacher or trained adult according to instructional level or by skill deficit. All adults assess, provide verbal and written feedback and document student achievement in reading and math at each session. The certified teacher or trained adult meet with an administrator bi-weekly to show evidence of progress monitoring and to discuss/determine next steps to ensure student advancement in reading and math.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

As school community we will work to ensure that we are providing programs and resources to support and assist our students and families. Therefore, through our partnerships with the University of Chicago, Communities in School, Bright Star Community Outreach and others, we will share information regarding resources and programs via our school website, newsletters and Robo Calls. Our school Counselor, Social Worker and Case Manager will engage workshops, and meetings to disseminate the information on a weekly basis when needed.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school parental and family engagement plan and policy will be shared with families in a school wide Title 1 meeting, during the parent advisory meeting as well as in the school newsletter. The plan will also include an outline of the programs as well as a detailed account of how parents are encouraged to volunteer and partner with the school.

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

All parents will be encouraged to attend the PAC meetings on a monthly basis. Newsletters will be shared and posted in the school for ongoing parent communication. Parent programming will be communicated weekly and sent home in the "Thursdays Folders" with all students.

Title I Annual Meeting - September 21, 2020

Title 1 PAC Organizational Meeting - September 28, 2020

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.

Communication will be shared monthly with parents regarding Parent Advisory Council meetings via school newsletters, flyers, websites, and workshops. The school will post all dates in advance for all parent meetings for the entire school year.

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.

During the scheduled Parent Teacher Conference dates, Teachers will share the results of students' performance on state assessments and district assessments such as IAR and NWEA / MAP. Parent workshops will also be scheduled twice a year to communicate strategies as to how to read the report and provide strategies. Additionally, during parent conferences throughout the year, our teachers are encouraged to share data regarding student assessments.

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.

All parents will receive the CPS- ISBE communication letter to inform parents that their children is being taught by a Teacher who is not "highly qualified". The letter will be sent home by students. Additional copies will be held in the main office for parents to review at their request.

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.

Workshops will be provided for parents to understand the academic assessments. During the PAC meetings, staff members will be invited to the meetings to share information on how to assist their children on assessments, how to progress monitor their child's academic progress. Information will be shared with families on how to partner with the school and teachers in the monthly newsletter (school-wide), Teacher newsletters and our school website with information to best support them.

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.

Resources and information will be shared via school newsletter on a monthly basis and our school website on a weekly basis. Parental workshops will be scheduled on a monthly basis. The school will continue to partner with Bright Star, Communities In Schools, Leading with Literacy and the University of Chicago to encourage increased parental involvement. There will be engagement on a monthly basis for workshops and information to assist families.

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

We will continue to encourage parent volunteers and solicit parents to attend monthly PAC meetings and workshops to increase our parents as partners. Parents will be informed and trained in workshops hosted by Teachers, Administrators and school partners to assist with understanding programming and increase academics in the home. It is our goal to ensure that we increase our work with families to educate our families regarding programs .

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.

As a school we will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Our Early Childhood Teachers will engage in monthly parent activities aligned with their unit of study to extend the learning in the home. The teachers will provide workshops to train, inform and introduce strategies to parents to provide on-going educational activities in the home as an extension of the classroom lessons.

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 school communication will be shared in the English language. Also, if there are additional students enrolled with a home language other than English, the school will reach out to the Office of Language and Culture for additional support translating newsletter.

Policy Implementation Activities

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

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

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

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

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

NA

School-Parent Compact (Complete)

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

All teachers are trained in unpacking and understanding the CCSS in both reading and mathematics. In addition, we will continue to provide ongoing professional development for all staff members to ensure a supportive and effective learning environment that promotes high quality instruction in English Language Arts, math, science and social science. We will continue to engage in summer professional development, weekly grade level meetings and professional development at the school and district level. Staff members will utilize signature strategies, calm classroom activities and second step lessons to provide a supportive environment.

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.

We will engage all parents in Parent Teacher Conferences which will be held twice a year per district calendar year. In addition to this, we will engage in ongoing conferences with parents outside the designated times as requested by parents and teachers to discuss student academic and social emotional progress.

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

All parents will receive student progress reports four times a school year. The progress reports will be shared via hard copy to all parents. In addition to this, Teachers will be encouraged to communicate student progress reports via ASPEN program biweekly for all students whom are off - track academically. Parents will be invited for a required meeting for all students in grades 3rd, 6th and 8th due to sharing information regarding promotional policy. Additionally, we will encourage all parents to sign up for Parent Portal which provides online access to student progress on a daily basis.

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

Parents will be encouraged to consultant with Teachers during the following times; prior to the start of school, during their planned preparation periods as well as after school. Parents are also encouraged to email any staff member on a daily basis. Staff members are encouraged to respond to parents within a 24 hour period via emails. Additionally, parents are able to contact the school telephone and leave messages for staff members. The main office Clerk will place all written communication messages in the mailboxes of each staff member on a daily basis.

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 encouraged to volunteer at the school once they complete the CPS Volunteer requirements. Parents are able to volunteer in a variety of manners. This includes the following: in the classroom, field trips and during special events. Parents are

able to volunteer on a daily and weekly basis per CPS approval of their volunteer application successful vetting process.

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

Parents will be encouraged to assist students with excelling academically in the following manners;

1. Parents will ensure that their children attend school on a daily basis to ensure a 98% attendance average
2. Parents will check their children back packs to ensure that homework is provided on a daily basis
3. Parents will assist their children with completing homework on a daily basis
4. Parents of children in grades PreK-8th grade will sign off on the homework log to ensure student completion of homework

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

Parents will be encouraged to participate in decisions relating to their child's education through forums and the PAC meetings. Information will be shared with parents via survey to inform parents of programming to obtain their voice in decisions. Parents will also be invited to meetings to be informed of school initiatives and new programming.

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 will be encouraged to attend school on a daily basis. An attendance plan has been developed to provide encouragement for all students to attend daily. On a daily basis students engage in the school creed to encourage a positive attitude on a daily basis. Students will celebrated quarterly for their academic success and efforts. Students will engage in teacher conferences to ensure academic achievement by discussing goals, progress and outcomes.

Parent Budget (Complete)

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

Our goal is to have 85% of our parents engage in parental workshops and family engagement program.
Our goal is to have 85% of our parents to engage in literacy workshops and math workshops to establish their home literacy library and provide strategies for families to assist their children with learning.
Our goal is to have 85% of our parents to effectively assist students with completing homework via independent reading time, and writing about their reading.
Our goal is to have 90% of our parents effectively engage in two way communication with positive relationships with the school
Our goal is to have 90% of our parents effectively identify key components of academic and social emotional stress with their children

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$0.00</p>
<p>53405</p>	<p>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.</p>	<p>\$1046.00</p>
<p>53205</p>	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$0.00</p>
<p>54125</p>	<p>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)</p>	<p>\$0.00</p>
<p>54505</p>	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	<p>\$500.00</p>
<p>54205</p>	<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>	<p>\$100.00</p>
<p>54565</p>	<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>	<p>\$0.00</p>
<p>53510</p>	<p>Postage Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p>53306</p>	<p>Software Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p>55005</p>	<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>	<p>\$0.00</p>

