

William C Reavis Math & Science Specialty ES 2020-2022 plan summary

Team

Name	Role	Email	Access
Parveen Patel	3/4 Math Teacher	pspatel3@cps.edu	Has access
Saleha Syed	1/2 Math Teacher	sisyed3@cps.edu	Has access
Annette Bonds	7/8 Literacy Teacher	abonds@cps.edu	Has access
Anita Tutson	7/8 Math Teacher	Atutson@cps.edu	Has access
Brenda Lugo	Early Childhood Special Education	Blugo-centeno@cps.edu	Has access
Robin Vaughn	Counselor	Rsvaughn1@cps.edu	Has access
Nicole Perkins	Parent - LSC Chairperson	Special62005@yahoo.com	Has access
Mary Stark	Parent - LSC Vice-Chair	Marystark77@yahoo.com	Has access
Gail King	Principal	gking@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/28/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita tutson 7/8 Math Teacher, Robin Vaughn, Counselor	Rate SEF Categories
02/11/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita Tutson 7/8 Math Teacher, Robin Vaughn, Counselor	Identify Areas of Critical Need
02/25/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita Tutson 7/8 Math Teacher, Robin Vaughn, Counselor	Conduct root cause analysis for each critical area, select an SEF priority

Date	Participants	Topic
04/17/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita tutson 7/8 Math Teacher, Robin Vaughn, Counselor	Create Theories of Action, tag CO departments, outline resources
04/28/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita tutson 7/8 Math Teacher	Develop action steps for each Theory of Action
04/30/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita tutson 7/8 Math Teacher	Develop action steps for each Theory of Action
05/05/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita tutson 7/8 Math Teacher	Develop action steps for each Theory of Action
05/11/2020	Gail King, Mary Starks, Nicole Perkins	Develop Parent Plan and Family Plan
05/14/2020	Gail King, Principal, Brenda Lugo, Prek DL Teacher, Parveen Patel, 3/4 Math Teacher, Saleha Syed, 1/2 Math Teacher, Annette Bonds, 7/8 Literacy Teacher, Anita tutson 7/8 Math Teacher	Complete Fund Compliance, Parent Plan, Family Plan

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

- 4 - Leadership for Continuous Improvement

- 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 2 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Evidence will be added at a later date.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 2 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
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Evidence will be added at a later date.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** Evidence will be added at a later date.
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback

- 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 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:** Evidence will be added at a later date.
- 3 - 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Evidence will be added at a later date.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 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)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 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)
- 3 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:** Evidence will be added at a later date.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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:** Evidence will be added at a later date.

Quality and Character of School Life

- 4 - 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Evidence will be added at a later date.
- 2 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 2 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)
 - 3 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
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Evidence will be added at a later date.
- 4 - Physical and Emotional Safety
 - 4 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)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:** Evidence will be added at a later date.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- 4 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:** Evidence will be added at a later date.
- 4 - 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).
 - 4 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Evidence will be added at a later date.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	4
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	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	Math attainment 2-8
Root Cause 1	Lack of exposure to conceptual math and word problems
Area of Critical Need 1	Reading Attainment 2-8
Root Cause 2	Lack of exposure to long reading passages and grade appropriate academic vocabulary
Area of Critical Need 3	Mathematics Growth 3-8
Root Cause 3	Lack of foundations skills(multiplication facts) and exposure to conceptual math and word problems

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>Reavis Reading Attainment has been below 50% for the past 4 years: 2015-2016 - 33% 2016-2017 - 46% 2017-2018 - 41% 2018-2018 - 41%</p>	African American		45.00	50.00
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>Reavis Mathematics Attainment has been below 50% for the past 4 years: 2015-2016 - 27% 2016-2017 - 40% 2017-2018 - 46% 2018-2019 - 34%</p>	African American		47.00	42.00
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>Reavis 2nd Grade Math Attainment has been below 50% for the past 4 years: 2015-2016 - 5% 2016-2017 - 25% 2017-2018 - 49% 2018-2019 - 41%</p>	African American		35.00	40.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>Reavis 2nd Grade Reading Attainment has been below 50% for 3 of the past 4 years: 2015-2016 - 4% 2016-2017 - 55% 2017-2018 - 26% 2018-2019 - 32%</p>	African American		45.00	50.00
<p>Vision: Attendance Rate</p> <p>(Blank)</p>	African American		95.00	95.50

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 Reavis has been Well Organized for improvement for the past 4 years.				5.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	deconstruct the CCSS to identify what students need to learn and be able to do and use that information to build high quality, rigorous student tasks that are common core aligned and provide students with high quality, differentiated Tier I instruction. use Guided Reading and Guided Mathematics to address their areas of challenge as identified on the NWEA Assessment use Gradual Release of Responsibility with fidelity as the instructional delivery method provide opportunities for collaboration between gen ed and DL teacher and opportunities co-teaching
Then we see...	alignment between the CCSS, objective, student work task, and small group instructional focus. We will also see academic language in use, teacher facilitating instruction, students working independently ad in small groups while the teacher assesses student progress throughout the lesson.
which leads to...	a 10% increase in the percentage of students who are working at attainment in both Reading and Mathematics
Budget Description	Common planning time weekly or bi-weekly Literacy and Math team meetings monthly Funding for Diverse Professional Development Sub buckets for teacher professional development
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Student Discourse, Math: Formative Assessment

Action steps	<ul style="list-style-type: none"> • (Behind) Vertical alignment meetings to discuss what is expected from the students the following year and plan for the learning that needs to take place. Tags: • (On-Track) Ensure all teachers are aware of GRR and small-group expectations. Create a format/graphic organizer for GRR and small-groups. Have teachers complete one during PD. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Postponed) Ensure all teachers are aware of Learning Continuum and how to use data to create small groups. Have them create small groups during a PD. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Behind) Provide teachers with professional development around deconstructing the standards and chunking instruction to allow students to better grasp the skills and concepts. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Equitable Access • (On-Track) Support teachers in guiding students to make real world connections when delivering instruction. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (On-Track) Include formative assessment throughout instruction. Tags:Balanced Assessment and Grading
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Strategy 2

If we do...	provide platforms for students to share their voice and contribute to the Reavis learning community and larger community
Then we see...	Students taking more ownership of their learning, becoming more accountable for their social emotional performance and behavior, having a greater connection to the students, teachers, and staff of Reavis, and becoming civically engaged in the larger community
which leads to...	a 10% increase in attendance, 10% increase in Reading and Mathematics attainment, a 10% increase in the percentage of students who meet and/or exceed their growth goals on NWEA and students becoming aware of their role in the community
Budget Description	Teacher bucket for extended day student council meetings Supplies and materials for community projects Student Council swag

Tags	Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> (On-Track) Implement Second Step with fidelity. Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Leadership (Not started) Develop a student council. Tags: SSCE: Student Voice, SSCE: Student Leadership (Not started) Develop Student Leadership Council for students in grades 3 - 8. Tags: SSCE: Student Leadership (Not started) Invite student leaders to attend LSC meetings regularly and provide reports on the status of projects that they are working on. Tags: (Not started) Connect the student council with community agency or community members to facilitate community engagement. Tags:

Strategy 3

If we do...	a variety of Common Core aligned teacher created and selected formative and summative assessments that address student learning styles, analyze student work regularly, provide students with opportunities to retake student work tasks and assessments where they receive a grade of 70% or below, and provide monthly Gradebook audit with feedback
Then we see...	students who are able to meet and/or master the standards based objectives, reduced number of students receiving grades of D or F and a closer alignment between student grades and student attainment.
which leads to...	improved student mastery which will be evidenced in 10% increase in the percentage of student who meet attainment in both Reading and Mathematics and a 10% increase in the percentage of students who meet/exceed their NWEA growth targets..
Budget Description	Purchase Formative Assessment Program Teacher Bucket for Summer Planning Extended Day Bucket for Teachers and ESPs
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (On-Track) Identify a formative assessment program and schedule that will be implemented with fidelity.

	<p>Tags:Math: Formative Assessment</p> <ul style="list-style-type: none"> • (On-Track) Develop a schedule for analysis of formative assessment data. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (On-Track) Provide students who receive who receive less than 70% on a work task or assessment with the opportunity to retake the assessment. <p>Tags:Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (On-Track) Develop a school grading protocol that will be used by all teachers with fidelity. <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (On-Track) Conduct monthly gradebook audits with feedback. <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (On-Track) Provide modifications and accommodations based upon student IEP goals <p>Tags:</p> <ul style="list-style-type: none"> • (Postponed) Offer extended day programming in literacy and mathematics <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</p>
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Strategy 4

If we do...	identify students who are performing at or below the 30% percentile in both reading and mathematics, attaining attendance that is below 95%, and have more than 2 behavior infraction during the first quarter of the school year and provide them with a plan for success by using interventions and supports.
Then we see...	students who are receiving the supports that they need to be successful, teachers who are developing lessons during intervention time that meet the needs of their students based upon the NWEA data, students who are coming to school regularly and are able to maintain a 95% or higher attendance rate, students who are able to use a variety of strategies to self soothe and to refrain form engaging in behavior that will remove them from the instructional setting.
which leads to...	10% increase in the number of students who are at attainment in both Reading and Mathematics, 95% attendance rate school wide, and a 10% decrease in the number of student behavioral incidents.

Budget Description	Interventionist Intervention Program
Tags	MTSS, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> • (Not started) Have students commit to Class Dojo as a quick form of communication. Use this tool to make parents aware of failing grades and poor attendance. This holds them accountable. Tags: • (Not started) Form and MTSS Team that consists of counselor, psychologist, social worker, and two teachers Tags:MTSS • (Not started) Create MTSS Meeting Calendar Tags:MTSS • (Not started) Identify students who are in the bottom quartile according to NWEA data and teacher input and provide interventions based on the data. Tags:MTSS • (Not started) Develop Intervention Plans for students in the bottom quartile. Tags:MTSS • (Not started) Hire retired teachers to provide interventions during the school day based upon NWEA data. Tags: • (Not started) Identify intervention tools and programs that will be used. Tags: • (Not started) Identify progress monitoring program to be used to assess student progress. Tags:

Strategy 5

If we do...	provide parents and families with an opportunity to engage in programs that help to bridge the gap between the home and the school, provide parents will support around
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	how to communicate with the school to ensure that their students are receiving the resources they need and build relationships between parents, students and teachers
Then we see...	parents in attendance at Report Card Pick-Up, Reavis sponsored events, acting as volunteer throughout the building, greater communication between parents and teachers around student achievement
which leads to...	a 10% increase in parent participation, improved relationships between the parents, students and teachers, a visible contribution to the achievement of students.
Budget Description	Funds for incentives Funds for family nights
Tags	Family & Community Engagement, ECCE: Career and Technical Education, FACE2: Community Partnerships
Action steps	<ul style="list-style-type: none"> • (Not started) Continue partnership with Bright Star and the Great Schools Program for grades 6 - 8. Tags:FACE2: Community Partnerships • (Not started) Continue Family and School Connections for grades 5 - 6 and expand it to include Prek - 4 as well. Tags:Family & Community Engagement, ECCE: Career and Technical Education, FACE2: Community Partnerships • (Not started) Identify Parent Volunteer Liaison to seek and identify potential parent volunteers and facilitate the process of them completing the volunteer application and submitting the necessary documentation to become an approved volunteer. Tags:FACE2: Volunteer • (Not started) Provide quarterly family nights around math, literacy, health and wellness, and social emotional learning Tags: • (Not started) Revitalize the Parent Advisory Council Tags: • (Not started) Establish Parent and Student of Month Program Tags: • (Not started) Reach out to businesses in the community to secure prizes for parents who achieve Parent of the Month status.

	Tags:
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Action Plan

Strategy 1

Behind Oct 16, 2020

Vertical alignment meetings to discuss what is expected from the students the following year and plan for the learning that needs to take place.

Jun 10, 2022 to Jun 10, 2022 - All teachers

On-Track Oct 16, 2020

Ensure all teachers are aware of GRR and small-group expectations. Create a format/graphic organizer for GRR and small-groups. Have teachers complete one during PD.

Sep 08, 2020 to Oct 02, 2020 - All teachers

Postponed Oct 16, 2020

Ensure all teachers are aware of Learning Continuum and how to use data to create small groups. Have them create small groups during a PD.

Jun 11, 2021 to Jun 11, 2021 - All teachers

Behind Oct 16, 2020

Provide teachers with professional development around deconstructing the standards and chunking instruction to allow students to better grasp the skills and concepts.

Jun 11, 2021 to Jun 11, 2021 - Teachers ILT Principal

On-Track Oct 16, 2020

Support teachers in guiding students to make real world connections when delivering instruction.

Jun 10, 2022 to Jun 10, 2022 - Teachers ILT

On-Track Oct 16, 2020

Include formative assessment throughout instruction.

Aug 31, 2020 to Jun 10, 2022 - Teachers Principal

Strategy 2

On-Track Oct 16, 2020

Implement Second Step with fidelity.

Oct 05, 2020 to Jun 14, 2021 - Teachers, Counselor, Principal

Develop a student council.

Oct 14, 2020 to Jun 11, 2021 - Annette Bonds, Latricesa Johnson

Develop Student Leadership Council for students in grades 3 - 8.

Oct 07, 2020 to Jun 11, 2021 - Principal

Invite student leaders to attend LSC meetings regularly and provide reports on the status of projects that they are working on.

Oct 14, 2020 to Aug 12, 2022 - Annette Bonds, Latricesa Johnson, Robin Vaughn, Principal

Connect the student council with community agency or community members to facilitate community engagement.

- Annette Bonds, Latricesa Johnson, Robin Vaughn

Strategy 3

On-Track Oct 16, 2020

Identify a formative assessment program and schedule that will be implemented with fidelity.

Jul 01, 2020 to Jul 31, 2020 - ILT

On-Track Oct 16, 2020

Develop a schedule for analysis of formative assessment data.

Jul 01, 2020 to Jul 31, 2020 - ILT

On-Track Oct 16, 2020

Provide students who receive who receive less than 70% on a work task or assessment with the opportunity to retake the assessment.

Jun 16, 2021 to Jun 15, 2022 - Teachers

On-Track Oct 16, 2020

Develop a school grading protocol that will be used by all teachers with fidelity.

Jul 31, 2020 to Jul 31, 2020 - ILT

On-Track Oct 16, 2020

Conduct monthly gradebook audits with feedback.

Sep 30, 2020 to Jun 16, 2021 - Principal ILT

On-Track Oct 16, 2020

Provide modifications and accommodations based upon student IEP goals

Sep 08, 2020 to Jun 10, 2022 - Teachers

Postponed Oct 16, 2020

Offer extended day programming in literacy and mathematics

Oct 19, 2020 to May 20, 2022 - Teachers ESPs

Strategy 4

Have students commit to Class Dojo as a quick form of communication. Use this tool to make parents aware of failing grades and poor attendance. This holds them accountable.

Sep 07, 2020 to Jun 18, 2021 - teachers and parents

Form and MTSS Team that consists of counselor, psychologist, social worker, and two teachers

Sep 01, 2020 to Sep 30, 2020 - Principal

Create MTSS Meeting Calendar

Sep 30, 2020 to Sep 30, 2020 - MTSS Team, Principal

Identify students who are in the bottom quartile according to NWEA data and teacher input and provide interventions based on the data.

Oct 01, 2020 to Jun 10, 2022 - MTSS Team, Teachers

Develop Intervention Plans for students in the bottom quartile.

Oct 01, 2020 to Oct 30, 2020 - MTSS Team, Teachers

Hire retired teachers to provide interventions during the school day based upon NWEA data.

Jul 01, 2020 to Jul 31, 2020 - Principal

Identify intervention tools and programs that will be used.

Oct 01, 2020 to Oct 30, 2020 - MTSS Team, Interventionist

Identify progress monitoring program to be used to assess student progress.

Oct 01, 2020 to Oct 30, 2020 - MTSS Team, Interventionist

Strategy 5

Continue partnership with Bright Star and the Great Schools Program for grades 6 - 8.

Sep 08, 2020 to Jun 14, 2021 - Family and Community Engagement Team

Continue Family and School Connections for grades 5 - 6 and expand it to include Prek - 4 as well.

Sep 08, 2020 to Jun 14, 2021 - Family and Community Engagement

Identify Parent Volunteer Liaison to seek and identify potential parent volunteers and facilitate the process of them completing the volunteer application and submitting the necessary documentation to become an approved volunteer.

Sep 08, 2020 to Jun 14, 2021 - Nicole Perkins Robin Vaughn

Provide quarterly family nights around math, literacy, health and wellness, and social emotional learning

Sep 08, 2020 to Jun 10, 2022 - Robin Vaughn

Revitalize the Parent Advisory Council

Sep 08, 2020 to Jun 10, 2022 - Nicole Perkins Mary Starks

Establish Parent and Student of Month Program

Sep 01, 2020 to Jun 10, 2022 - Teachers, Counselor

Reach out to businesses in the community to secure prizes for parents who achieve Parent of the Month status.

Jul 01, 2020 to Dec 31, 2020 - Counselor

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 academic performance data is shared with the entire school community annually during an open State of the School Address. Participants will be provided with an opportunity to complete a needs assessment and to identify areas where that they would like to see addressed as we work to improve student achievement and to close the achievement gap.

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

Students are provided with opportunities to own their academic achievement data and set goals for improving that data during the goal setting sessions that occur at least two times throughout the school year. Students and teachers also identify the supports that are needed to ensure that students are set up for success.

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.

The instructional block schedules specifically in Language Arts and Mathematic ensure that teachers are maximizing instructional time and that students are able to have opportunities to work both collaboratively and independently throughout the school day. Reavis currently uses the Gradual Release of Responsibility instructional delivery program. This is a research based method of delivering instruction that provides students with multiple opportunities to engage with the content with the teacher and their classmates before they are required to engage with the skill and content independently. Small group and Guided Reading and Mathematics instruction are also used to ensure that all students are able to receive the targeted assistance they need to experience academic success.

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).

Students who are risk of not meeting academic standards are identified and provided with additional supports via the MTSS Program that focuses on students' academic, social emotional, behavioral needs. Mentoring is one of the services that may be provided to students based upon their needs.

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

When positions become available they are posted on both internal and external job search sites. As resumes are received they are reviewed by a team with consists of the principal, counselor, and teachers. The resumes of candidates who reflect the values of Reavis and who will be a good fit for the students of Reavis are invited to interview using an interview protocol that includes behavioral scenarios as well as questions regarding the candidates instructional capacity. Following the interviews, the most outstanding candidates are vetted and ultimately invited to join the Reavis Team.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

All professional development is provided by state approved providers and is aligned to the Continuous Improvement Work Plan. The professional development is planned in advance by the Reavis Instructional Leadership Team and takes into account the most recent data and the instructional foci for the school year.

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

Strategies to increase parent involvement include:
Identifying a parent liaison to aide and assist parents in completing the volunteer application and submitting the necessary documents
Quarterly family nights to engage students, parents and staff around curriculum, social emotional and health topics
Ongoing recruitment of parents to join the Local School Council and to participate in the Parent Advisory Council

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.

Pre-School families will receive assistance in developing a transition plan for their students as they move from preschool to the regular K-8 education program. The intervention plan will help parents to identify the school their child will attend and also to apply for magnet schools, etc . If they desire to do so.

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 will participate in developing and voting on an annual assessment calendar. That calendar will include all assessments that students will engage in throughout the school year. The assessment plan will also include a progress monitoring piece that will be used to identify the effectiveness of interventions and instruction.

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.

Students who are experiencing academic difficulty will be identified through the MTSS Program. Those students will receive additional support via an interventionist that will provide them will services throughout the school day, before and after school intervention programs in Reading and Mathematics,

and differentiated instruction within the classrooms. Teachers will gather data on students who are struggling and work with the CARE Team to determine the appropriate setting for those students.

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.

Programs will be coordinated and provided to parents based upon their interests and needs. The vehicle that will be used to drive parent programs and workshops is the Parent Advisory Council. Reavis has a dedicated Parent Room that may be used for parent meetings and trainings throughout the school year. The PAC will identify their needs and interested and work with the principal to develop a calendar of workshops and trainings that will meet their needs.

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 Title I School Parental and Family Engagement Plan and Policy will be shared at Open House, Report Card Pick up, PAC Meetings, and LSC Meetings. It will also be shared with parents at arrival and dismissal and during Family Nights.

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 information will be shared at the Title I Annual Meeting on September 4, 2020, during the Back to School Event. The PAC Organization Meeting will also be held on September 4, 2020, during the Back to School Event.

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 has a dedicated Parent Room that is available for parent meetings at their request. The PAC chair or any other parent may make the request by completing a meeting request form in the main office and the principal will respond to the request within 48 hours.

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.

Student Progress Reports will be sent home following each implementation of the districtwide and state assessments. The assessment data will also be shared at Report Card Pick Up

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

Parents will receive a letter stating that their child is being taught by a teacher that is not qualified and will receive a projected date of the qualified teacher's return.

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.

The school will provide the information during Report Card Pick Up and will provide a workshop during the PAC Meeting. Identify a staff member who will be available to meet with parents as needed to review the Title I information.

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.

Training will be available as needed in the parent room. Monthly parent workshops will be provided in connection with PAC based upon parent interests. Information will be shared at Report Card Pick-Ups and resources will be made available in the Reavis Parent Room.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the

education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Teachers will participate in professional development around building relationships with students and parents during the opening week of school. Family Nights, Parent Teacher Conferences. Great Schools with Bright Star are all venues for building relationships between the school and families.

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.

Preschool has monthly meetings for parents which take place in the Parent Room. Parent workshops can also be conducted in connection with the Parent Advisory Councils.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information related to the school and parent and family programs will be shared in the following ways: monthly newsletter - digital and paper, Class Dojo School Story, Phone Blasts, school calendar, Twitter and Facebook

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.)

Reavis will provide a rigorous, high quality education that utilizes integrated units of student to enhance content area instruction to prepare students for college and careers. Collaborative learning and hands on learning will guide the development of independent critical thinking and problem solving skills. Students will be supported with social, academic, health and technological resources to address the range of needs in our community.

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.

Reavis is hold in person and virtual parent/teacher conferences. The conferences will take place on November 18, 2020, and on April 21, 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.

Reavis will provide reports on students? progress via Progress Reports on October 9, 2020, December 18, 2020, March 12, 2021 and May 21, 2021. Parents will have the option to requesting a parent/teacher conference following their review of their child?s Progress Report

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

Parents will have access to staff during staff preparation periods. Parents will need to complete a meeting request form which they can receive in the main office or on the Reavis website. Teachers will respond to the meeting request within 48 hours and contact parents to set up a meeting date and time. Teacher may meet before or after school if they choose to but they cannot be required to meet with parents before school hours or after school hours.

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.

Reavis parents will be encouraged to become Level II volunteers and to volunteer at Reavis. Parents may observe classrooms after completing a request and receiving approval from the principal. Parents may participate in class field trips and supervise groups of students which may include their child.

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 sign up for Parent Portal which will provide them with access to students attendance and grades. Parents will have an opportunity to email teachers via the portal and request clarification on grades or attendance data. Teachers will respond to parent correspondence within 48 hours.

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 attend and participate in Local School Council Meetings, Parent Advisory Council Meetings and Chat and Chew Meetings with the principal. Those platforms will give parents an opportunity to engage with the principal and other stakeholders around decisions that will impact the education of their children. Parents may also request a meeting at any time using the meeting request form in the main office and also on the website. The principal will respond to all requests within 48 hours.

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 participate in goal setting meetings with their teachers at least two time a year. They will set goals around their attendance, academic achievement and behavior. Their goals will be data aligned and will be adjusted as needed throughout the school year. Students will also be encouraged to log onto Student Portal and review their grades and attendance on a regular basis. Students will receive recognition for good attendee, grades, and behavior at quarterly Awards Assemblies.

Parent Budget (Complete)

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

The goals for SY2020-2022 are:

to increase parent and guardian understanding of the academic programs Reavis offers and their role in partnering with the school to maximize learning for their student

to provide parents and guardians with the supports they need to allow them to confidently support their child(ren) both in the school setting and also in the home

to build the home/school connection that will allow parents to advocate for their child(ren) in a productive manner

to engage parents in the educational process as volunteers as much as possible throughout the school year

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.	\$1142.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00