

Robert L Grimes Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Judith Carlson	Principal	jrcarlson@cps.edu	Has access
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Debi Thomos	DL teacher / ILT	dkthomos@cps.edu	No Access
Elizabeth Chaps	ELA teacher / ILT	eachaps@cps.edu	No Access
Veronica Bustos	Math/Sci teacher / ILT	vbustos@cps.edu	No Access
Laura Anders	DL teacher / LSC member	landers1@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/15/2020	ILT members and ELPT	SEF
01/23/2020	LSC members	SEF

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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** ILT integral part of decision making process. Professional development for teachers aligned with supporting inclusive practices for all students. SEL for faculty and students acknowledged. Visibility and open door policy by administration.
- 4 - Structure for Continuous Improvement
 - 3 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
 - 3 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:** LSC visible and on-going. PLC for teachers strong with focus on inclusion. Emphasis is on creating schedules that increase time dedicated to math block. Continue implementation of PQS on a routine basis to provide feedback.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 3 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:** Newly incorporating unit plans address essential questions however not all grade levels are proficient. Differentiation of text and task complexity observable in some grade levels. Culturally relevant materials observable in some grade levels.
- 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
 - 3 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
 - 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
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** All above mentioned are evidenced in areas within the school but are not consistent in all grade levels. Rigor of task and differentiation continue to be area of growth.
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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
 - 4 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
 - 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:** There are not consistent protocols in creating and analyzing student assessments across all grade levels. NWEA/Amplify data key data point. Multiple measures of data analysis not consistent.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 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)
 - 4 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)
 - 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 4 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)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 4 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:** High on-track rate. Low disciplinary referrals. MTSS, with a focus on SEL, priority last CIWP. Outside counseling services and counselor fully freed from other duties allow for extensive support of all tiers of students. Co-facilitated SEL classes for Tier 1. Tier 2 supports with small group and Tier 3 with one-on-one counseling.
- 4 - 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
 - 3 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:** Transitions in place for students as they move through grade levels, i.e. meet the teacher activities, shadow for 6th graders moving to middle school campus, 7th and 8th grade attendance at HS fair. Naviance not fully integrated.

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)

- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5 Essentials data indicate weak teacher-teacher trust. Strong student-staff interactions, all students indicate at least one staff they trust.
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Established student government association ; mock elections ; field trips to cultural events ; 7th/8th grade trip to Washington DC ; 7th/8th grade students engage in community service hours
- 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:** ILT subgroup supports school climate initiatives ; parent communication for all concerns are established and conducted regularly ; systems in place for reporting behavior incidents to main office
- 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:** Code of conduct is followed ; parents are included throughout the disciplinary process ; students are always afforded the opportunity to explain their choices and restorative conversations are embedded into all discipline referrals
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 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)
- 4 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:** Partnerships with CIS for outreach, Brookfield Zoo, MSI, and Northwestern for support of STEM initiatives and Gust Foundation for supporting inclusive practices ; multiple family events occur throughout the year including Family Literacy Night, Family STEAM Night and Family Movie Nights ; all communications are sent home in English and Spanish

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	3
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	Reading and math growth among IEP
Root Cause 1	Lack of differentiation; Appropriate modifications/accommodations not in place to allow for students to find successful entry point
Area of Critical Need 1	Overall reading and math growth in grades 3-8
Root Cause 2	Formative assessments not aligned to the rigor of CCSS at each grade level
Area of Critical Need 3	Reading and math attainment in grade 2
Root Cause 3	Teachers do not use the curriculum provided with fidelity ; lack of PD for proper use

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) We have observed a downward trend in growth over the last two years	Overall		56.20	61.80
	Students with IEPs		32.20	35.50
Vision: NWEA Growth G3-8 (Reading)	Overall		65.70	69.00
	Students with IEPs		50.40	55.40

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
The trend in growth for Reading as flat lined over the last two years				
Vision: NWEA Attainment G2 (Math)	Overall		46.50	51.20
We have observed a downward trend in growth over the last two years				
Vision: NWEA Attainment G2 (Reading)	Overall		59.20	65.10
We have observed a downward trend in growth over the last two years				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Relational trust was indicated as a concern area. It is one of the areas of focus for the next CIWP cycle.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Increase the quality of differentiated instruction and instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and data use and plan for implementation using formative assessment data provided by the Checkpoint system every 5 weeks
Then we see...	Teachers will provide rigorous targeted instruction to all students
which leads to...	Increase the percent of 3rd- 8th grade students meeting/exceeding growth norms to 85% by 2022 and increase the percent of students with IEPs meeting/exceeding growth norms to 50% by 2022.
Budget Description	This year we were allocated a 6th DL teacher that we were not able to fill due to the closure. We will need to have that position available to us in the new budget. We need to allocate money for technology increase for differentiated instruction ; Last year we did not get approved for afterschool programming and will need to budget for this possibly occurring again
Tags	Structure for Continuous Improvement, Instruction, ODLSS: Instructional Quality, OLCE
Action steps	<ul style="list-style-type: none"> • (Not started) Purchase Chromebooks for 1:1 from 1st - 8th grade Tags: Budget & Grants • (Not started) Open sub bucket for teacher team planning time Tags: Budget & Grants • (Not started) Open bucket for afterschool tutoring programs for DL, EL and Tier 3 students Tags: Assessment: Monitoring Student Learning to Support Growth, Budget & Grants, ODLSS: Instructional Quality, OLCE • (Not started) Purchase of additional Zones of Regulation programming materials to support SEL instruction Tags: Budget & Grants • (Not started) Investigate implementation plan for Chromebook at home usage; focused on policy and procedure Tags: CIDL: Digital Learning, Personalized Learning: Tailored Learning/Differentiation • (Not started) Schedule BOY data conversations with teachers to create action plans for 1st and 2nd quarter

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> • (Not started) Engage teachers in grades 3rd - 8th in professional development using IXL to align to both CCSS and NWEA data <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) Schedule professional development for training remaining teachers in Checkpoint - training will be conducted on rolling basis with 4/6 teachers trained each semester until all trained <p>Tags:Assessment: Checkpoint Student Assessment System</p> <ul style="list-style-type: none"> • (Not started) Create a 5 week monitoring schedule for data assessment using Checkpoint data <p>Tags:Assessment: Checkpoint Student Assessment System</p> <ul style="list-style-type: none"> • (Not started) Engage 4th/5th teacher team in Gust on-site coaching for co-planning/co-teaching <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> • (Not started) Creation/adoption of look for document aligned to differentiation and rigor in both ELA and math <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> • (Not started) Creation of walk-through schedule for administration and ILT for monitoring 3rd - 8th instruction - rotating between ELA and math every 5 weeks <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Creation of tool utilizing results from walk through along with Checkpoint data to provide relevant and timely feedback <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation</p>
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Strategy 2

If we do...	Deliver professional development to PreK - 2nd grade focusing on research-based practices and a comprehensive approach to literacy aligned to CCSS, and plan for implementation adhering to the CPS recommended Amplify progress monitoring schedule
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Then we see...	Teachers will provide a comprehensive and balanced approach to literacy
which leads to...	Increase the percent of 2nd grade students achieving grade level norms to 75% by 2022
Budget Description	set money aside to increase the amount of planning time for teachers in this grade band by bringing in subs ; money for summer vertical planning alignment
Tags	Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	<ul style="list-style-type: none"> • (Not started) Open bucket for sub coverage for general education and diverse teachers to co-plan Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality • (Not started) Assist teachers with creation of a robust time distribution schedule to account for all components of a balanced literacy program in accordance with CPS guidelines Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Primary teachers engage in professional development to strengthen understanding of Wilson foundations Tags:Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Engage in data-driven analysis of current instructional materials used for balanced literacy, i.e. phonics, phonemic awareness, guided reading, writing Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Not started) Purchase materials/curriculum to expand on current resources for balanced literacy program Tags:Budget & Grants, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Not started) Creation walk-through schedule for administration and ILT/ISL for monitoring PreK - 2 program Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Monitoring of recommended Amplify progress monitoring schedule

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Engage in walk throughs to monitor time distribution schedule and to ensure that current instructional materials/curricula are being used with fidelity and instruction is aligned to data from Amplify. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps</p> <ul style="list-style-type: none"> (Not started) Creation of feedback tool to provide relevant and timely feedback from walk through <p>Tags:Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</p> <ul style="list-style-type: none"> (Not started) Assist teachers in creation of peer observation schedule <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</p>
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Strategy 3

If we do...	Build systems and structures for strong, educationally focused relationships among students, parents, teachers and leaders, and with other educational and community partnerships, and plan for implementation by monitoring social emotional status monthly.
Then we see...	Teachers, students and administration will better understand the relationship between each group?s responsibilities of their role in the school and explore their beliefs about the responsibilities of others in different role groups
which leads to...	Increase opportunities for student learning and success reflected in an increase of rating on the 5 Essentials survey.
Budget Description	in service for staff on relational trust concerns - team-building activities to foster relationship ; school retreat
Tags	Leadership for Continuous Improvement, Relational Trust, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Conduct a root cause anaysis of the most current 5 Essentials survey targeting all questions related to relational trust <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> (Not started) Create a survey for staff to complete to expand upon results from 5 Essentials and distribute to all staff

	<p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Analyze results from survey to determine professional development offerings for school year <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Professional development offerings determined by survey results <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Create year long schedule for co-teachers and administration to more effectively and efficiently plan together <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> • (Not started) Establish school wide norms and protocols for all staff /GLM meetings <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Work in conjunction with PPC to create a year long schedule that includes timelines for sending surveys, analyzing feedback, meeting times and sharing of action items and next steps and reviewing CIWP <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Assist in the creation of a survey to use to collect real time concerns, questions, comments from staff members <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Create method to share results and next steps from PPC meeting in a timely and transparent manner <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Develop protocol for SEL MTSS for students to be assisted by school counselor or outsourced social worker using guidance document sent by OSEL <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) Allocate funding for additional social work services <p>Tags:Budget & Grants, OSEL: SEL Instruction</p>
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Action Plan

Strategy 1

Purchase Chromebooks for 1:1 from 1st - 8th grade

Jul 01, 2020 to Aug 14, 2020 - Administration

Investigate implementation plan for Chromebook at home usage; focused on policy and procedure

Aug 01, 2020 to Aug 21, 2020 - Administration / ILT

Engage teachers in grades 3rd - 8th in professional development using IXL to align to both CCSS and NWEA data

Aug 24, 2020 to Aug 28, 2020 - Administration

Open sub bucket for teacher team planning time

Aug 09, 2020 to Aug 21, 2020 - Administration

Engage 4th/5th teacher team in Gust on-site coaching for co-planning/co-teaching

Oct 01, 2020 to May 14, 2021 - Administration / Gust

Creation of walk-through schedule for administration and ILT for monitoring 3rd - 8th instruction - rotating between ELA and math every 5 weeks

Aug 03, 2020 to Aug 21, 2020 - Administration /ILT

Creation/adoption of look for document aligned to differentiation and rigor in both ELA and math

Aug 03, 2020 to Aug 21, 2020 - Administration / ILT

Creation of tool utilizing results from walk through along with Checkpoint data to provide relevant and timely feedback

Aug 03, 2020 to Aug 21, 2020 - Administration / ILT

Schedule professional development for training remaining teachers in Checkpoint - training will be conducted on rolling basis with 4/6 teachers trained each semester until all trained

Sep 07, 2020 to Dec 17, 2021 - Administration

Purchase of additional Zones of Regulation programming materials to support SEL instruction

Jul 01, 2020 to Aug 14, 2020 - Administration

Schedule BOY data conversations with teachers to create action plans for 1st and 2nd quarter

Sep 21, 2020 to Oct 09, 2020 - Administration

Open bucket for afterschool tutoring programs for DL, EL and Tier 3 students

Aug 03, 2020 to Aug 14, 2020 - Administration

Create a 5 week monitoring schedule for data assessment using Checkpoint data

Sep 14, 2020 to Oct 02, 2020 - Administration / ILT

Strategy 2

Open bucket for sub coverage for general education and diverse teachers to co-plan

Aug 09, 2020 to Aug 14, 2020 - Administration

Primary teachers engage in professional development to strengthen understanding of Wilson foundations

Jul 01, 2020 to Jul 31, 2020 - Administration

Engage in data-driven analysis of current instructional materials used for balanced literacy, i.e. phonics, phonemic awareness, guided reading, writing

Aug 03, 2020 to Sep 11, 2020 - Administration

Purchase materials/curriculum to expand on current resources for balanced literacy program

Sep 14, 2020 to Sep 25, 2020 - Administration

Engage in walk throughs to monitor time distribution schedule and to ensure that current instructional materials/curricula are being used with fidelity and instruction is aligned to data from Amplify.

Sep 25, 2020 to Oct 16, 2020 - Administration/ILT

Assist teachers with creation of a robust time distribution schedule to account for all components of a balanced literacy program in accordance with CPS guidelines

Aug 24, 2020 to Aug 28, 2020 - Administration

Creation walk-through schedule for administration and ILT/ISL for monitoring PreK - 2 program

Sep 14, 2020 to Sep 25, 2020 - Administration

Assist teachers in creation of peer observation schedule

Sep 14, 2020 to Sep 25, 2020 - Administration

Creation of feedback tool to provide relevant and timely feedback from walk through

Sep 14, 2020 to Sep 25, 2020 - Administration

Monitoring of recommended Amplify progress monitoring schedule

Sep 06, 2020 to Jun 18, 2021 - Administration

Strategy 3

Conduct a root cause analysis of the most current 5 Essentials survey targeting all questions related to relational trust

Jun 01, 2020 to Jun 19, 2020 - ILT chair ; Administration

Create a survey for staff to complete to expand upon results from 5 Essentials and distribute to all staff

Jul 01, 2020 to Jul 11, 2020 - ILT chair ; Administration

Analyze results from survey to determine professional development offerings for school year

Jul 11, 2020 to Aug 15, 2020 - ILT chair ; Administration

Professional development offerings determined by survey results

Aug 24, 2020 to Aug 28, 2020 - ILT and Administration

Create year long schedule for co-teachers and administration to more effectively and efficiently plan together

Jul 01, 2020 to Jul 31, 2020 - Administration

Establish school wide norms and protocols for all staff /GLM meetings

Aug 24, 2020 to Aug 28, 2020 - Administration

Work in conjunction with PPC to create a year long schedule that includes timelines for sending surveys, analyzing feedback, meeting times and sharing of action items and next steps and reviewing CIWP

Sep 07, 2020 to Sep 18, 2020 - PPC ; Administration

Assist in the creation of a survey to use to collect real time concerns, questions, comments from staff members

Sep 21, 2020 to Oct 02, 2020 - PPC ; Administration

Create method to share results and next steps from PPC meeting in a timely and transparent manner

Oct 05, 2020 to Oct 16, 2020 - PPC ; administration

Develop protocol for SEL MTSS for students to be assisted by school counselor or outsourced social worker using guidance document sent by OSEL

Sep 07, 2020 to Sep 25, 2020 - Administration ; counselor

Allocate funding for additional social work services

Jul 01, 2020 to Aug 14, 2020 - Administration

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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.

Administration works with all stakeholders, included but not limited to LSC, teachers, student-led council, to identify areas of achievement and growth. NWEA data and 5 Essentials data is utilized for standardized data. Internal data points such as behavioral infraction data and parent surveys are utilized as well.

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

ESSA funds are used to reduce class size in order to meet an optimal teacher to student ratio and to avoid the need to split classes.

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.

ESSA funds are used to reduce class size in order to meet an optional teacher to student ratio.

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).

ESSA funds are used to reduce class size in order to meet an optimal teacher to student ratio.

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

Hiring process involves a multi-stepped process including interviewing with administration and ILT team members. Teachers are asked to submit a digital mock lesson to assess content competency and efficacy of delivery.

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.

School partners with Gust Foundation for professional development on supporting inclusive practices, supporting our at-risk diverse learner population. Teachers also receive training on comprehensive unit plan building.

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

PTC/PAC work together along side the BAC to support parents. PAC identifies areas of need for parents such as ESL classes. School plans and executes multiple after-school activities that are open to family and student participation. These activities are well attended.

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.

Teacher, aide and clerk work together alongside administration to provide up to date information for preschool parents in relation to process for applying to kindergarten. Families with a child entering kindergarten attend an information session during the Spring that allows them to view the school and hear a presentation regarding ways to prepare for kindergarten.

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 vote each year on an assessment plan. Before the vote teachers and administration discuss options and pros/cons for each assessment platform. Teachers engage in data conversations 3 times a year where discussions include the use of standardized data points to drive curricular decisions.

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.

School provide after school tutoring opportunities for all bilingual students, diverse learner students as well as students demonstrating at-risk mastery. Students are tracked by classroom teacher and referred for SEL services if noted.

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

Counselor and administration work to coordinate wrap around services for at-risk families. Partnership with Communities in Schools allows us to identify resources within the community. School contracts social work services to assist families and students with SEL challenges.

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.

Parents meet on a monthly basis to discuss needs, wants, and proposals to improve student achievement through parental involvement. Staff member also attend monthly meetings to address ideas and concerns from parents and bring back to administration.

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

The school will host a meeting on September 23, 2020 to discuss the coming school year, offer explanations of the program and set agenda for future meetings. The school will also host the

organizational meeting at the end of September 2020 following the annual meeting. Parents were informed and invited to monthly meetings through biweekly backpack letters, monthly newsletters by classroom teachers, monthly school newsletter, and the school website. The school will host a meeting at the end of September 2020 for explanation of Title 1 programs and have a PAC organizational meeting as well.

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.

Parents receive an information packet explaining assessments, proficiency levels, and teacher qualifications. All information will also be located in the parent handbook that is updated on a yearly basis. Monthly meetings will be scheduled for the entire school year. All parents are notified of the dates in writing.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents receive assessment reports using NWEA data twice per year. Parents also receive reports for PARCC and ACCESS when applicable. Reports go home in the backpacks of the child and are also discussed during report card pick ups.

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

Parents will be notified electronically by mailed correspondence if a teacher's status is not highly qualified. The letter will be electronically mailed for four consecutive weeks.

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.

Students and parents will attend Open House activities in September and will receive verbal and written requirements of academic assessments, alternate assessments, and academic standards. Parents will be informed of parent portal website and Remind 101 app to monitor their child's progress. Parents are encouraged to receive assistance to learn how to use technology offered to the students including blended learning programs. During Open House, parents will have an opportunity to preview sites students use that offer assistance in particular activities and standards. Parents are encouraged to use Parent Portal to monitor progressive data from formal assessments along with the explanation of interpreting the data.

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.

Parents are encouraged to receive assistance to learn how to use technology offered to the students including blended learning programs. During Open House, parents will have an opportunity to preview sites students use that offer assistance in particular activities and standards. Parents are encouraged to use Parent Portal to monitor progress.

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.

Parents are welcome in the schools to participate in many activities. They often attend field trips and act as classroom assistants as well as monitor lunch activities. Clerk works with parents to obtain correct volunteer status. Teachers communicate with families via a monthly newsletter as well as using the Remind 101 app. The school website contains information about upcoming projects, events, and opportunities for students and parents.

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.

School incorporates state PreK students in to daily activities and routines. PreK teacher and Kindergarten teachers, along with primary DL teacher, confers with parents and each other on a regular basis. Parents are encouraged to attend presentations, field trips, and other PreK activities.

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

All information is sent home in English, Spanish, Polish and, when available, other languages. Parents may request specific language formats or other accommodations.

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.)

Our mission at the Grimes , with the collaboration and support of parents and community, is to provide our students with a sense of direction, a nurturing safe environment, and an equitable process that will enhance student behavior. We will set high expectations, share mutual respect, implement collaborative leadership, and nurture a staff committed to excellence. Grimes will create a positive learning environment where all students learn, including those with special needs and limited English proficiency. Through an emphasis on literacy, mathematics, and science, each student will achieve their maximum potential, function effectively in the community and contribute to the broader society.

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

Formal teacher/parent conferences will take place at report card pick-ups in November and April of each school year. School will have an Open House in September for all parents to meet teachers and become familiar with the goals and expectations. It is an expectation that teachers have continuous communication through scheduled conferences, monthly newsletters, Remind 101 app, and telephone conferences. Logs of these conferences are maintained in the Google drive to document frequency.

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

It is an expectation that teachers have continuous communication through scheduled conferences, monthly newsletters, Remind 101 app, and telephone conferences. Logs of these conferences are maintained in the Google drive to document frequency. Assessment data from NWEA is sent out twice per year. All other assessments such as, ACCESS and PARCC are sent to applicable students.

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

It is an expectation that teachers have continuous communication through scheduled conferences, monthly newsletters, Remind 101 app, and telephone conferences. Logs of these conferences are maintained in the Google drive to document frequency. Teachers often make themselves available both before and after regular 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.

All teachers have an open classroom policy. Clerk works with parents to correctly become vetted to volunteer in the classrooms. Parents are often observed assisting the teacher in the primary rooms. Recess and lunch monitors assist during the lunch hour. Parent participation on field trips is high.

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

Parents support their children's learning by keeping regular communication with teachers. Parents are encouraged to sign up for the parent portal. Most parents have also registered for Remind to keep track of Parents participate in discussion during monthly PAC/BAC meetings. Parents are also encouraged to attend LSC meetings to voice concerns. Administration run an open-door policy for parents needing to speak regarding any issues. Parents are also encouraged to take part in extracurricular activities such as coaching and fundraising activities.

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 support their children's learning by keeping regular communication with teachers. Parents are encouraged to sign up for the parent portal. Most parents have also registered for Remind to keep track of student progress. Parents are also encouraged to attend LSC meetings to voice concerns. Administration run an open-door policy for parents needing to speak regarding any issues.

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).

The school's culture and climate emphasizes academic achievement by providing attendance incentives, student of the month awards, and participation in sports by requiring students to maintain a successful academic, attendance, and behavior proficiency. Students engage in conferences within their own classes and with their homeroom teachers surrounding homework completion and assessment strategies. Students use ClassDoJo app to keep track of points earned for certain tasks.

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.

Goal for 2020-2021 school year is to conduct parent trainings surrounding various topics such as child raising in the 21st century, social emotional supports, and monitoring social media.

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>\$630.00</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>\$400.00</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>\$1250.00</p>
<p>54505</p>	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	<p>\$0.00</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>\$0.00</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>

