

Ronald Brown Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Steven Askew	Principal	sdaskew@cps.edu	Has access
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Team Meetings

Date	Participants	Topic
01/09/2020	CIWP Team: SA, JC, NB,AG,MC,CG,LM,AB,QB, TD	First Meeting/ Team members/ Google SEF Document Shared
01/16/2020	CIWP Team:SA, JC,NB,AG,MC,CG,LM,AB,QB,LG	SEF Scoring
01/30/2020	CIWP Team:SA, NB,AG,MC,CG,LM,AB,QB, LG	SEF Scoring/Goal Setting
02/20/2020	CIWP Team:SA, NB,AG,MC,LM,AB,QB	Areas Of Critical need/Root Cause/Priorities

Date	Participants	Topic
03/05/2020	CIWP Team:SA: NB,AG,MC,CG,LM,AB,QB,TD	Root Cause/Priorities
04/16/2020	CIWP Team:SA, JC,NB,AG,MC,CG,LM,AB,QB	Theory of Action/Action Steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Although historical data from the 5 Essentials state that Collaborative Teachers is strong, an area of focus is Effective Leader which is rated Neutral in 2019. Opportunities were not utilized enough to share the school's visions and beliefs; an area of weakness according to the data. The goal is to make Collaborative Teachers and Effective Leaders rated Very Strong at Brown School. According to the evidence Teacher-Principal trust is neutral area of weakness is ensuring that all teacher feel respected and valued by the Principal, and ensuring that Teacher feel that principal has confidence in their expertise. Teacher influence is another area that is neutral at Brown Academy According to the evidence Teacher's report that they have little influence in the Planning of how

school funds are spent, determining the content of in-service, instructional curriculum, and setting the standard for student behavior.

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Our current budget has allowed for some minimum discretionary hiring. Although most positions are quota funded positions we were able to hire two additional positions to address overcrowding at the 2nd and 3rd grades. Hiring multi-step protocol is followed at this unit begins with the initial interview with principal, asst. principal and ILT if a call back is warranted applicant is expected to prepare and facilitate a sample lesson and a writing prompt. Questions are standard to determine whether applicant has the knowledge base for a successful fit. We have been actively engaged creating schedules to fit our full day program. All staff have ownership in this process which is directly aligned to our growth goals. Primary to our scheduling is allotting our schedule time for regular collaboration periods in teacher teams. All non-classroom teachers have scheduled RtI groups which they are directly responsible to chart and track progress. *School provides the necessary resources to ensure student achievement is maximized and graduate college and career ready. * The administration along with the Local School Council allocates funding to align with specific needs and calculated priorities, to ensure we minimize classroom instruction. * Based on student data and classroom observations, funding is allocated to provide staff professional development opportunities to address challenges from previous school year and individual staff needs. *Technology infrastructure ensures 1 to 1 integration for grades 3 thru 8, two functioning tech labs, one mobile tech lab and tech centers in primary grades (All classrooms receive technology prep).

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 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:** Each grade band is currently working on year long scope and sequence for 2019-2020 school year. Teachers are using guidance from Network 13 Literacy Learning Progress and Eureka Scope and Sequence. All staff members are focusing on developing units of instruction aligned to CCSS. All students, including those with disabilities are exposed to the same grade level materials. As needed, all accommodations and modifications are implemented to ensure access to curriculum. We are reviewing supplemental materials for a good fit to support our targeted areas of instruction. Eureka was adopted two years ago as our Math curriculum k-8th. We will review its effectiveness and make further determination.
- 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
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 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:** Teachers have full access to performance data and use this information to guide the academic programs for all of our students. Teachers begin with bottom line data for students as they enter and continue to monitor growth with classroom based assessments and benchmark assessment results. Teachers use data to determine their instructional effectiveness. Teachers monitor progress and they document and chart efforts toward academic achievement. Teachers track growth to ensure students are on a successful path for college and career readiness. Weekly and or daily learning objectives are posted in every classroom. Objectives are stated in student friendly terms and directly discussed with students. Teachers use RtI format to track and monitor student progress. Teachers then progress monitor to identify those needing review , remediation and exposure to more challenging activities. Teachers have data binders where they document and chart their intervention efforts. School wide focus is the use of pre and post test to determine the effectiveness of instruction. In response to benchmark results we established RIT band grouping to better support Learning Continuum skills and student achievement.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** NWEA data is immediately accessed by classroom teachers , analyzed in band meetings and again with principal in individual conferences. All state data is immediately shared with classroom teachers and analyzed both individually and in groups.We continue to use Compass Learning as an online student practice program as well as to provide 5 week assessments to guide review, reteaching, and accelerated learning. All teachers have data binders with all classroom data supporting student progress and effective instruction. Teachers use data to progress monitor student progress. Teachers forward student work samples to principal and bring samples to grade level band meetings. to discuss and justify effective practice. Students keep individual journals of daily writing prompts. Principal/Teacher meetings to discuss data, flexible grouping, and overall student performance. Currently Student on track data (48% on track and 52% off track) show a need to plan, monitor student progress from progress report to report card and motivate student to complete assignment to the best of their ability. Our goal is to increase student on track rate to above 70%.
- 2 - MTSS
 - 2 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)
 - 2 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)
 - 3 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)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:** Our approach towards identifying students in need of academic intervention is systematic in that children are targeted and progress monitored by intervention plans. BOY NWEA acts as diagnostic tool to provide teachers with a sense of individual student strengths and weaknesses. Teachers also use pre/post testing to determine unit progress. Interventions include small group, push-in, one on one, tailoring technology to support student needs, walking reading / math, and other outside interventions including parent contracts. Teachers bring their data to band meetings to discuss intervention progress along with student work products The MTSS team Monitors, tacks and help teachers teachers with intervention for student with academic, behavior and attendance issues. Academics *Established in house MTSS Team *Organization schedules provide ancillary staff for classroom support, resulting in reduced class size or pull out support *PLP are completed every five weeks *MTSS team meet weekly *DASHBOARD on track data is collected an analyzed (every five weeks) *Enrichment and tutorial services are provided after school * Target student with Chronic attendance
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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:** Brown Academy creates pathways to success in the following ways: *summer step up programs *spring step-up activities and curriculum *individual conferences with principal to discuss promotion *counselor will meet with students in small groups to discuss transition concerns *counselor will facilitate classroom guidance lessons on peer pressure, note taking/study skills, and communication skills. Counselor meets with grades 5-8 as a prep class and focus on high school and college /Career success. Students in 6th-8th grade complete all grade level units in Naviance Students in the 6- 8th visit local college and universities. An intentional college and career culture is encouraged and maintained throughout all grade levels with some of the following activities: *teacher created college/career displays in classrooms *counselor 's display of college pennates in hallways representing alumnae and other options *Ask Me How I Did It Days" allow students to hold meaningful conversations with teachers about college - counselor refer to page 4. Students in Int./Upper grades take an interest inventory in "What's Next Illinois". This web site offers college and career informal assessments with college options.

Quality and Character of School Life

- 2 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** It is the expectation at this unit that all teaching staff act as advocates for their children and provide support in achieving their goals. The culture of this building is built on mutual respect. Teachers are strongly urged to never disrespect children and to never accept disrespect from children. All children with disabilities are fully engaged in all aspects both social and physical within this school community. this site was identified as well organized in 2019 School Progress report We support and sustain an open door policy to foster empowerment and collaboration Diverse Learners are fully integrated within all academic and social activities Adults are responsible for check-ins Parent Advisory Committee (PAC) and Local School Council supports school initiatives We sponsor activities that foster parental involvement: Literacy/Math Night College Tours
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 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:** We offer a full range of extracurricular sports activities for Int/Upper grade students. Involvement is directly linked to student behavior. All children are accepted no matter their level of athletic prowess. Children also have the opportunity for involvement in after school activities including golf, Track, Basketball, Cheerleading Dance, Martial Arts and other team activities in an effort to expose students to a wide array interest options
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** Brown Academy has a common consistent school-wide approach to student discipline. Teachers post and continually reinforce the school and classroom behavior norms. Minor infractions are addressed by the teachers in a consistent, fair and proactive manor. Serious infractions are handled at the administrative level in conjunction with parental involvement. At Brown a

combination of conferences, detention and in school suspensions are used before the more drastic action of out of school suspension occurs. The focus of discipline at Brown is always proactive and corrective. We work very hard to ensure that students are safe and within a welcoming environment. Our staff is always visible and children are monitored at all times. Our school security guard is supported by an off duty Chicago Police Officer and other school support personnel. Children are welcomed every morning and at dismissal all available school personnel are on duty walking the perimeter to ensure safe passage.

- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Brown Academy uses a restorative approach to discipline. Teachers receive professional development discipline, restorative justice, and classroom management at the beginning of each school year. Throughout the school year we revisit the Norms of the building and make adjustment as needed. Students are taught school wide and classroom expectation. We are proactive about monitoring student behaviors. Brown Academy only use suspensions as a last resort and utilizes a system of progressive behavior change approaches to bring about a more restorative culture. We have seen a significant decrease in out of school suspension. Alternatives to suspension includes restorative conversation, conferences, peer groups peace circles, detentions, and in school suspensions. When misbehavior occurs the administration seek to understand the root causes and respond in ways that correct the behaviors. Responses are design change student behavior using a menu of instructive, corrective, and restorative responses.
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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).
 - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 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:** Principal communicates with parents through Local School Council, PAC, parent meetings, parent conferences, report card pick-ups and monthly

newsletters. Teachers prepare beginning of the year welcome letters/syllabi at each grade level explaining policy on attendance, tardies and grading scale. Teachers avail themselves to parents to discuss behavior and academic performance. School provides access to high school fairs and has invited neighboring high schools to our school to inform our students of their programs. Each year parents receive Parent Handbooks outlining school policies and procedures School offers a Homework Help night in order to assist parents in supporting their students. We have also sent home activities for parents to complete with their students. During Open House and evening assemblies there is always a table with activities for parents to complete with their children. Teachers also communicate with parents via parent portal, email, phone and parent conferences. Counselor provides support to families who are transitioning and in need of support to locate educational opportunities. We scheduled parent night activities based on student bands. Primary had A Night With Dr. Seuss, Intermediate had a Denim And Dance father/daughter, mother/son night. Upper grade offered a High School Fair. We also offer homework clinics throughout the year. Computer tech offers classes to parents on how to access Parent Portal. Principal held a State of The School address in February and has scheduled another for the end of the school year to address accomplishments and challenges. We provide required services to students during the school day as well as provide outreach options to parents as the need arises. Both our counselor and social worker avail themselves to parents in need of support. Staff make it a point to become familiar with community service agencies and keep information on hand. During our parent night activities we included the following agencies on site to provide information including: Dept. of Libraries, Girl Scouts, Alderman's Office, Seaway Bank and others.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	2
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy and Math attainment among students at the second-grade level
Root Cause 1	Monitoring of small group instruction and with a focus on rigor.
Area of Critical Need 2	Growth in reading and math at the intermediate level 3-5
Root Cause 2	Consistent monitoring small group instruction with a focus on rigor
Area of Critical Need 3	Student On-Track 3-8
Root Cause 3	Lack of standard grading policy at the school.

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 Attainment G2 (Math) 53.8% of Second grade students met attainment, we want to get to 70% which will equate to the 90%tile and 5 points on SQRP.	Overall		60.30	70.30
	Students with IEPs		43.30	53.30
Vision: NWEA Attainment G2 (Reading) 57.7% of Second grade students met attainment, we want to get to 70% which will equate to the 90%tile and 5 points on SQRP.	Overall		67.70	77.70
	Students with IEPs		10.00	20.00
Vision: NWEA Growth G3-8 (Math) 48.97% of students in grade 3-8 met their growth target, we want to get to 70% which will equate to the 90%tile and 5 points on SQRP.	Overall		59.00	70.00
	Students with IEPs		28.80	38.80
Vision: NWEA Growth G3-8 (Reading) 52.63% of students in grade 3-8 met their growth target, we want to get to 70% which will equate to the 90%tile and 5 points on SQRP.	Overall		62.80	72.80
	Students with IEPs		45.50	55.50
Vision: Attendance Rate We have an attendance rate of 95.47%, we want to get above 96% which will Student On-Track data and give us 5 points on SQRP.	Overall		96.00	96.50
	Students with IEPs		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 2018-2019 My Voice My School 5 Essential Survey was Organized. Our goal				5.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
for the next 2 years is to be well-Organized.					

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...	If we focus on providing rigorous high quality instruction in all classrooms
Then we see...	Then we will see complex student tasks, quality student discourse, and effective progress monitoring. ...
which leads to...	which leads to 70% of our students meeting their growth targets in Reading and Math (3rd-8th) on the NWEA.
Budget Description	We need to allocate funds for the following: Funds to pay teacher for after school and before school participation in PD. Funds for substitute teacher to cover teacher participating in during school PD. Funds for materials and Books Funds For After school , Before school and Saturday school program
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Professional development around CCSS to increase teacher understanding of expected implementation of standards. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse (Not started) Common Core aligned resources will be purchased to support teacher instruction. Tags:Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Math: Curriculum (Not started) Weekly grade level meetings will be utilized to view student progress monitoring data, student work samples, and share best practices to support teacher practice.

	<p>Tags: Leadership for Continuous Improvement, MTSS, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Performance tasks will be used in every math class to identify and address student math misconceptions. <p>Tags: Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) Qualified 7th-8th grade students will participate in an Algebra course scheduled after school. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Weekly non-evaluative classroom visits will take place to provide ongoing feedback to teachers in an effort to support their classroom instruction. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Teachers will receive PD on how to properly plan for rigorous student instruction. Weekly lesson plan feedback will be provided for teachers to support the planning of instruction. <p>Tags:</p>
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Strategy 2

If we do...	If we remain committed to leadership and collective responsibility by fulfilling our shared vision of success.
Then we see...	a focus on high expectations for staff and students, motivating the entire school community to continue striving for success for every student.
which leads to...	which leads to an increase from Neutral to Very Strong in our Effective Leadership on the 5 Essentials, which will take us from Organized to Well Organized, which will lead to 5 points on SQRP.
Budget Description	We need to allocate funds for the following: Funds to pay ILT and CIWP member for before school and afterschool participation in meetings . Funds for substitute teacher to cover teacher participating in during school meetings and Instructional Walks. Funds for student engage in student council
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) Host Quarterly ELA and Math Family sessions targeting strategies and expected performance targets for: 1) NWEA 2) Progress Monitoring Assessment

	<p>Tags:FACE2: Parent Engagement, SSCE: Community Engagement, SSCE: Community Based Learning</p> <ul style="list-style-type: none"> (Not started) Meet with staff, LSC and PAC to establish vision. <p>Tags:Relational Trust, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, MTSS: Family and Community Engagement, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Use formal and informal opportunities to champion and articulate our vision, including delivering the State of the School address twice a year during report card pick up. <p>Tags:MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> (Not started) Hold goal planning sessions with staff (BOY and MOY) <p>Tags:SSCE: Democratic Classrooms or Democratic Schools</p> <ul style="list-style-type: none"> (Not started) Conduct student and Parent Data/goal setting Chats. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide opportunities for ILT and Teacher team leads to participate in walk-through and data analysis meetings, while also leading PD and Grade Level meetings. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Create opportunities for student voice in decision making through Student council. <p>Tags:</p>
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Strategy 3

If we do...	If we create a balanced assessment and grading system that includes multiple measures and is responsive to the needs of all students
Then we see...	teachers producing actionable data to inform planning for instruction, academic supports, and resource allocation.
which leads to...	at least 70% of our students in grades 3-8 meeting their growth target in Reading and Math at least 70% of our student in grade 2 being at or above grade level.
Budget Description	We need to allocate funds for the following: Funds to pay teacher for after school and before school participation in PD. Funds for substitute teacher to cover teacher participating in during school PD. Funds for materials and Books Funds For After school , Before school and Saturday school program

Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Monitor Lesson Plans to ensure that they included formative and summative assessments Tags: • (Not started) Create a Assessment Calendar that includes two- week classroom assessments and five week grade level assessments. Tags: • (Not started) Create PD surrounding best practices for grading which will lead to the development of school-wide grading policy. Tags: • (Not started) Teacher will meet weekly to provide evidence of student progress and review student work samples. Tags: • (Not started) Monitor Student On-Track through weekly Grade book audits and reviews. Tags:

Action Plan

Strategy 1

Professional development around CCSS to increase teacher understanding of expected implementation of standards.

May 01, 2020 to Jun 18, 2021 - Administration, ILT

Common Core aligned resources will be purchased to support teacher instruction.

May 01, 2020 to Aug 01, 2020 - Administration

Weekly grade level meetings will be utilized to view student progress monitoring data, student work samples, and share best practices to support teacher practice.

Sep 09, 2020 to Jun 16, 2021 - Admin, ILT, GLM

Performance tasks will be used in every math class to identify and address student math misconceptions.

Sep 08, 2020 to Jun 18, 2021 - AP, Math Team

Qualified 7th-8th grade students will participate in an Algebra course scheduled after school.

Oct 01, 2020 to Jun 18, 2021 - Coffey

Weekly non-evaluative classroom visits will take place to provide ongoing feedback to teachers in an effort to support their classroom instruction.

Sep 08, 2020 to Jun 18, 2021 - Admin

Teachers will receive PD on how to properly plan for rigorous student instruction. Weekly lesson plan feedback will be provided for teachers to support the planning of instruction.

Jul 01, 2020 to Jun 18, 2021 - Admin, ILT

Strategy 2

Host Quarterly ELA and Math Family sessions targeting strategies and expected performance targets for: 1) NWEA 2) Progress Monitoring Assessment

Sep 07, 2020 to Jun 11, 2021 - Admin

Meet with staff, LSC and PAC to establish vision.

Sep 15, 2020 to Oct 13, 2020 - Admin

Use formal and informal opportunities to champion and articulate our vision, including delivering the State of the School address twice a year during report card pick up.

-

Hold goal planning sessions with staff (BOY and MOY)

-

Conduct student and Parent Data/goal setting Chats.

-

Provide opportunities for ILT and Teacher team leads to participate in walk-through and data analysis meetings, while also leading PD and Grade Level meetings.

-

Create opportunities for student voice in decision making through Student council.

-

Strategy 3

Monitor Lesson Plans to ensure that they included formative and summative assessments

Sep 07, 2020 to Jun 11, 2021 - Admin

Create a Assessment Calendar that includes two- week classroom assessments and five week grade level assessments.

-

Create PD surrounding best practices for grading which will lead to the development of school-wide grading policy.

-

Teacher will meet weekly to provide evidence of student progress and review student work samples.

-

Monitor Student On-Track through weekly Grade book audits and reviews.

-

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.

At the end of every school year we do a comprehensive needs assessment to identify areas of strengths and weakness. The leadership team then spend the summer designing professional Development to address the weakness and high strengths for continual practice.

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

We constantly monitor our students progress through standardized testing both formative, summative and also classroom based to identify students areas of need . Struggling students are targeted for additional help through small group instruction during the school day and in our before, after school and saturday school programs.

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.

We constantly monitor our students progress through standardized testing both formative, summative and also classroom based to identify students areas of need . Struggling students are targeted for additional help through small group instruction during the school day and in our before, after school and saturday school programs.

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).

Brown Academy provide our students with mentoring programs (B.A.M , Girls Club, and variety of social work and counseling programs. Student are afforded the opportunity to explore College and careers as early as kindergarten.

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

Attracting high quality teacher is a challenge in the district. We attend all district job fairs and advertise positions. We also recruit perspective teacher from the surrounding universities.

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.

Brown Academy continually host research base Professional Development for teachers and other staff in the areas of Literacy , Math , Science and Social Studies. Teachers also attend Professional Development provided by the District.

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

Every year we hold family literacy Night at least twice a year . parents are provided with strategies that will assist them with help their students with literacy. We provide free book for the students to take and read.

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.

Rising Kindergarteners are afforded the opportunity to participate in our Step-up program that last for 4 weeks in the summer. Its design to give prek students a jumpstart on 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.

All teacher at Brown Academy participate in data analysis in an ongoing bases we use information from formative , summative assessments and classroom test and observation to drive instructional practices. Student are grouped in small group for assists at their instructional level.

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

We constantly monitor our students progress through standardized testing both formative, summative and also classroom based to identify students areas of need . Struggling students are targeted for additional help through small group instruction during the school day and in our before, after school and saturday school programs.

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.

All federal state and local funds are used to serve all student at Brown academy. All students receive service from funds in some way.

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.

Brown Academy will involve parents in the development, periodic review, and revisions of the NCLB Title I parent involvement plan and policy via Opening Annual Information Meeting, during monthly meetings, as well as the posting of NCLB Title 1 newsletter in order to effectively solicit input and suggestions of parents.

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

During the fall of 2020 the Principal will hold the Title 1 Annual Meeting and the Title 1 PAC Organizational Meeting. The Principal will address the audience to inform them of our NCLB, Title 1 Programs. Our PAC chairperson will also speak to invite any and all parents willing to support this program. Flyers are distributed for Annual Information Meeting date and time. All PAC meetings are posted in monthly bulletins as well as on school marquee and inside of the building.

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 are informed of the school's academic standards and accomplishments in our parent handbook, opening bulletin, and during open house program. Parents also receive a copy of our School Report Card and individual reports on student achievement on local assessment. In September we will schedule our State of The School Address to inform parents of testing results and planned goals and targets for the school year. We will have another end of year State of The School Address to inform parents of our accomplishments or challenges. We offer computer class to parents to assist in monitoring their parent portal to keep up to date with their students progress. Parents/Teachers conferences are encouraged and staff are all instructed to keep parents informed regarding student progress

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.

Administration maintains an open door policy for all of our parents. We welcome feedback concerns and accolades from our parents. All LSC/PAC meetings are posted on school Marquee, Web site as well as inside the building. We also include meeting dates and

times in our monthly bulletin/newsletter. The opinions of our parents are encouraged and welcomed.

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 individual reports of their students progress on state assessments including the sentences and stay nine in the form of parent letters provided on Dashboard

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.

All of our staff of highly qualified. Should there be a change in on status parents will receive written notice from the principal as per Title I guides

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 informed of school's academic standards and accomplishment in parent handbook, Opening bulletin, and during Open House program. Parents also receive a copy of our School Report Card and individual student achievement on local assessment. In February we scheduled our State of The School Address to inform parents of testing results and planned goals and targets for the school year. We offer computer classes to parents to assist in monitoring their parent portal to keep up to date with a student's 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.

We schedule clinics twice during the school year to offer support to our parents and assisting the students with homework. We also seek opportunities to support parents during "Open House" and report card pickup by providing a table with the available resources and materials. We offer computer classes to parents to assist in monitoring their parent portal to keep up to date with their student's progress. During the opening procedures with staff we focus on building relationships between home and school with ideas and opening conversation of Do's and Do Not's. We use our staff handbook to offer suggestions for staff when conversing with parents. We advise staff when to step back from difficult conversation and to bring in administration.

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.

Our Head Start program involves parents with monthly parent meetings including suggestions of how parents can support their pre-schoolers. Teachers also provide parents with daily checklist during pickup and drop-off regarding student performance and expectations.

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.

Parents receive monthly bulletins informing them of parent programs, meetings and other activities. We also use our marquee inside/outside to post school events.

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.)

Currently all teachers have met the guidelines for highly qualified teaching credentials. All instruction will be aligned with state/common core standards.

Students will be assessed at regular intervals to monitor strengths and weaknesses interventions measures are used to address student deficiencies. The

entire student body of Ronald H Brown will strive to achieve their highest potential, the ability to read fluently, speak and write effectively cultivate higher

order thinking through interactive discovery. This commitment of excellence will remain the focus of all stakeholders within this school 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.

Parents are encouraged conference with teachers. Staff are available for parent conference before and after school hours as well as during prep periods when the need occurs.

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

Parents are provided with five week progress reports, and 10 week report cards. All parents are encouraged to use their parent portal for up to date documentation their student's achievement.

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

Parents are encouraged to conference with teachers staff are available for parent conferences or in school as well as during their prep periods when the need occurs.

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.

We have a parent volunteers for a.m.. entrance and dismissal procedures we have also use volunteer during our lunch/recess periods. Parents are encouraged to volunteer to support classrooms operations with their available time and schedules.

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

Our expectation for parent support are clearly outlined in our parent handbook. As a part of our daily procedures parents are called when students are absent or more than 15 min. tardy. Parents are also informed when students do not turn in homework assignments. We provide training for parents on accessing their parent portal to maintain up to date on their student's achievement. Parents will receive monthly "Tips For Parents" in Principal's newsletter.

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 are informed of decision-making matters during After-school Workshops, LSC meetings, PAC meetings, assemblies, and monthly bulletins.

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 receive words of encouragement daily through intercom announcements, they also recite the school pledge to motivate and focus their day. Students are encouraged to maintain perfect attendance with monthly assemblies were incentives are

awarded to those students with perfect attendance.
Children are also identified and acknowledge through our student of the month incentives.

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 goal is to increase parent participation, provide parents with a voice in decision making , and provide parent with assistant with their students education.

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.	\$734.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$577.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	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	\$0.00

	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.	
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