

# James Shields Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Michael Pacourek	Principal	mtpacourek@cps.edu	Has access
Marian Santor	Assistant Principal	mlsantor@cps.edu	No Access
Marie Sullivan	Curriculum	mbsullivan@cps.edu	No Access
Maria Carmona	ELPT	mcarmona@cps.edu	No Access
Andrea Wegner	Case Manager	ajwegner@cps.edu	No Access
Patricia Herrera	Primary/Bilingual	pherrera-villagr@cps.edu	No Access
Lisa Ramos	2nd Grade	lmramos@cps.edu	No Access
Jennifer Breen	3rd Grade	jbreen@cps.edu	No Access
Kara Griffin	4th grade/SPED	kcgriffin5@cps.edu	No Access
Monica Skowronski	Resource	mmskowronski@cps.edu	No Access
Carmen Salcedo	Resource	csalcedo@cps.edu	No Access
Sheryl Synal	4th Grade	sasynal@cps.edu	No Access
Vazzana Milagro	Kindergarten	mvazzana@cps.edu	No Access
Kelly Colleen	2nd Grade	ctkelly@cps.edu	No Access
Concepcion Lara-Ramirez	3rd Grade	clararamirez@cps.edu	No Access
Arbania Cosey	counselor	acosey4@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
02/19/2020	Grade level teams	Action step evaluation

Date	Participants	Topic
02/25/2020	ILT/PPLC	SEF
03/10/2020	Administrative meeting	Strategy/action steps
04/27/2020	Administrative meeting	Strategy/action step
05/05/2020	Grade Level Teams	Theory of Action and Strategies
05/06/2020	Grade Level Teams	Theory of Action and Strategies
05/07/2020	Grade Level Teams	Theory of Action and Strategies
05/08/2020	Grade Level Teams and Support Staff	Theory of Action and Strategies

## 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
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 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
- 4 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
- 2 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)
- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

## 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
  - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 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:**
- 3 - Instruction
  - 4 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
  - 4 Use questioning and discussion as techniques to deepen student understanding
  - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 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:**
- 3 - Balanced Assessment and Grading
  - 3 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
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 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
- 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:**
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 4 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)
  - 4 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)
  - 3 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)
  - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 4 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)

- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 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)
- 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)
- 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:**
- 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)
  - 2 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:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 1 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:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 3 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 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:**

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
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	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

## Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy and math attainment for students with IEPs
Root Cause 1	Diverse Learners need to have access to a rigorous CCSS unit based literacy and math curriculum.
Area of Critical Need 1	Math attainment for all students
Root Cause 2	All students need to have access to a rigorous CCSS unit based math curriculum. Identifying and providing effective supports for students in PreK-2nd grade to close the learning gap
Area of Critical Need 3	Literacy attainment for all students
Root Cause 3	All students need to have access a rigorous CCSS unit based literacy curriculum. Identifying and providing effective supports for students in PreK-2nd grade to close the learning gap

## 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)  This metric was chosen as a focus area in order to achieve the districts 5 year vision goals. Students with IEP's was selected as a focus group because of the gap indicated from the data from the vision portal for our school.	Overall		50.00	55.00
	Students with IEPs		15.00	30.00
	Overall		50.00	55.00



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Attainment G2 (Reading)  This metric was chosen as a focus area in order to achieve the districts 5 year vision goals. Students with IEP's was selected as a focus group because of the gap indicated from the data from the vision portal for our school.	Students with IEPs		15.00	30.00
Vision: NWEA Attainment G2-8 (Math)  This metric was chosen as a focus area in order to achieve the districts 5 year vision goals. Students with IEP's was selected as a focus group because of the gap indicated from the data from the vision portal for our school.	Overall		52.00	57.00
	Students with IEPs		45.00	50.00
Vision: NWEA Attainment G2-8 (Reading)  This metric was chosen as a focus area in order to achieve the districts 5 year vision goals. Students with IEP's was selected as a focus group because of the gap indicated from the data from the vision portal for our school.	Overall		50.00	55.00
	Students with IEPs		25.00	30.00
(Blank)				

**Required metrics (Elementary) (33% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Maintain a Well-Organized rating on the My Voice, My School 5 Essentials Survey					

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	develop a Common Core Standards based curriculum in core subject areas using UbD designed units with clear and common learning activities, assessments and scoring tools
Then we see...	then see clarity, consistency and equity in that all students will have access to a high quality grade level appropriate curriculum
which leads to...	observable and measurable improvements in learning and student performance increasing by 10 percentage points as measured by NWEA attainment.
Budget Description	Teacher and ESP positions, instructional materials (digital and non digital), texts, professional development
Tags	Curriculum, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Complete UbD units for all content areas that are aligned to the CCSS, NGSS, Math, Social Studies and WIDA Standards with native language considerations using the unit completion checklist.  Tags:Curriculum, OECE: PK Curriculum, Science: Curriculum, Math: Curriculum</li> <li>• (Not started) Develop criteria to assess unit content and provide feedback on Stage 3 Learning Activities that helps learners acquire knowledge, make meaning and transfer skills.  Tags:Curriculum, Assessment: PreK-3 Assessment, Math: Curriculum</li> <li>• (Not started) Implement NGSS sample units that incorporate crosscutting concepts and Science and Engineering practices and support with instructional materials and PD.  Tags:Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse</li> <li>• (Not started) Provide professional development on Social Studies Standards and inquiry based learning opportunities.  Tags:Curriculum, Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Develop a writing curriculum that matches the CCSS.  Tags:Curriculum, Literacy: Key Practice #3-Frequent Process-based Writing</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Pursue partnerships/grants with charitable groups/outside sources for instructional materials (technology) for all content areas.  Tags:Curriculum, Budget &amp; Grants</li> <li>• (Not started) Utilize District, Network and school based resources to provide professional development on implementation of powerful practice.  Tags:Leadership for Continuous Improvement, Curriculum, Budget &amp; Grants</li> <li>• (Not started) Continue departmental programs for all content areas in 3rd/4th gr.  Tags:Leadership for Continuous Improvement, Curriculum</li> <li>• (Not started) Support learners through the development of an afterschool programming through community school (ex. BPNC).  Tags:Family &amp; Community Engagement, Budget &amp; Grants</li> <li>• (Not started) Implement SEL Curriculum and tiered supports (Second Step, Child Protection Units and Calm Classroom) for all students.  Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) Implement a Fine Arts Curriculum and support Fine Arts extracurricular activities. Create opportunities for students to showcase knowledge and skills acquired in Fine Arts classes (performances, Reader's Theater)  Tags:Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Arts Education: School Structures (F/PA #3)</li> </ul>
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**Strategy 2**

If we do...	build staff capacity to analyze student data, use it to identify effective instructional approaches for all students, and provide staff professional development
Then we see...	responsive, rigorous, and differentiated instruction designed to meet the needs of all of our students
which leads to...	increased student learning outcomes and a growth by 10 percentage points in student attainment.
Budget Description	Funding sources 115 and 332. Teaching positions, professional development

Tags	Instruction, MTSS: Curriculum & Instruction, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Integrate technology and e-learning into classroom instruction using devices (iPads, chromebooks, interactive boards) and virtual learning platforms.  Tags:Instruction</li> <li>• (Not started) Develop and implement rigorous tasks (Number/Math talks, Three Acts, discussion, questioning, AAI, debate, STEM... etc.) for all students including ELs and DLs  Tags:Curriculum, Instruction, Science: Rigorous Tasks, Math: Rigorous Tasks</li> <li>• (Not started) Analyze various data points (ex. NWEA, running records, ESGI,...etc) to identify instructional practices to address students? needs.  Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) Use data to engage staff in cycles of continuous learning to improve instruction for all students, including ELs/DLs (ex. Collaborative Conversations,... etc)  Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) Revise common Performance Task unit assessments and scoring tools to ensure alignment with standards.  Tags:Assessment: Balanced Assessment and Grading, CBE: Performance Based-Assessment</li> <li>• (Not started) Analyze student work/assessments data as a grade level to evaluate student performance, consistent grading practices and rigor.  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) Engage students in goal setting around NWEA, reading levels, ACCESS, and academic performance during student/teacher conferences  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) Develop instructional interventions to close learning gaps and provide support in implementation.  Tags:MTSS</li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) Incorporate WIDA standards into instructional practices with support to develop language domains for ELs.</li> </ul> <p>Tags:Curriculum, Instruction</p>
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**Strategy 3**

If we do...	Create the conditions needed for a respectful, safe, inclusive and accepting environment
Then we see...	students who are invested in and have ownership of their school and life success
which leads to...	a supportive school community with improved student attendance and increased participation in the school community as measured by a student survey.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> <li>(Not started) Provide structured opportunities to build positive student and staff relationships and sense of community. Tags:Relational Trust, Student Voice, Engagement, and Civic Life</li> <li>(Not started) Continue to provide a safe and engaging recess program for our students. Tags:Student Voice, Engagement, and Civic Life</li> <li>(Not started) Form a student voice committee that empowers students to make improvements in their school and community. Tags:Student Voice, Engagement, and Civic Life</li> <li>(Not started) In addition to open house and Parent Teacher Conferences, create bi-annual classroom workshops for parents to support student learning. Tags:Curriculum, Instruction, Family &amp; Community Engagement, FACE2: Parent Engagement</li> <li>(Not started) Invite parents to in- school activities and meetings (assemblies, fund raisers, LSC, BAC/PAC). Tags:Family &amp; Community Engagement</li> <li>(Not started) Design learning experiences focused on culture, diversity, race, social identities, and equality for students to explore how their identities influence their experiences and perspectives. (ex. Heritage/Literacy event)</li> </ul>

Tags:Student Voice, Engagement, and Civic Life

- (Not started) Engage students in college and career experiences to discover students' talents/career interests and expose them to college and career opportunities.

Tags:Student Voice, Engagement, and Civic Life, OSCP: College and Career Readiness

- (Not started) Create and review school wide safety protocols and procedures to promote a safe and orderly school environment.

Tags:Safety & Security

- (Not started) In addition to engaging students in two Eagles camps throughout the year, PBIS team meets bi-quarterly to identify clear procedures for classroom/office managed behaviors.

Tags:ODLSS: Behavior Support, OSEL: SEL Instruction

- (Not started) Implement school wide restorative practices to minimize punitive responses and encourage students to be responsible for their actions.

Tags:MTSS, ODLSS: Behavior Support

- (Not started) Plan PBIS Eagles camp to occur 2-3 times throughout the year.

Tags:Physical and Emotional Safety, ODLSS: Behavior Support, OSEL: Supportive School Environment

- (Not started) PBIS team meets bi-quarterly to identify clear disciplinary procedures for classroom/office-managed behaviors

Tags:OSEL: Supportive School Environment

- (Not started) Implement school wide restorative practices to minimize punitive responses and encourage students to be responsible for repairing harm.

Tags:OSEL: Supportive School Environment

- (Not started) Create and review school wide safety protocols for parents, teachers and students (ex. safety drills).

Tags:Physical and Emotional Safety, Safety & Security

- (Not started) Engage students in college and career experiences to discover students' talents/career interests and expose them to college and trade opportunities.

Tags:OSCP: College and Career Readiness

# Action Plan

## Strategy 1

Complete UbD units for all content areas that are aligned to the CCSS, NGSS, Math, Social Studies and WIDA Standards with native language considerations using the unit completion checklist.

Sep 01, 2020 to Jun 30, 2022 - Administration All teachers Teacher leaders (N8TLs) ELPT

Develop criteria to assess unit content and provide feedback on Stage 3 Learning Activities that helps learners acquire knowledge, make meaning and transfer skills.

Sep 01, 2020 to Jun 30, 2022 - Teacher leaders (N8TLs) Administration

Implement NGSS sample units that incorporate crosscutting concepts and Science and Engineering practices and support with instructional materials and PD.

Sep 01, 2020 to Jun 30, 2022 - MSI Committee Science teachers

Provide professional development on Social Studies Standards and inquiry based learning opportunities.

Jan 01, 2021 to Jun 30, 2022 - Summit Teacher Leaders Curriculum Coordinator Social studies teachers

Develop a writing curriculum that matches the CCSS.

Nov 01, 2020 to Jun 30, 2022 - Curriculum Coordinator Pilot teachers Writing teachers

Pursue partnerships/grants with charitable groups/outside sources for instructional materials (technology) for all content areas.

Sep 01, 2020 to Jun 30, 2022 - Fundraising/Grant Committee

Utilize District, Network and school based resources to provide professional development on implementation of powerful practice.

Sep 01, 2020 to Jun 30, 2022 - Administration CC/ELPT/ILT

Continue departmental programs for all content areas in 3rd/4th gr.

Sep 01, 2020 to Jun 30, 2022 - Administration Teachers

Support learners through the development of an afterschool programming through community school (ex. BPNC).

Nov 01, 2020 to Jun 30, 2022 - Administration Staff BPNC

Implement SEL Curriculum and tiered supports (Second Step, Child Protection Units and Calm Classroom) for all students.

Sep 01, 2020 to Jun 30, 2022 - PBIS Team BPNC support staff Counselor Teachers

Implement a Fine Arts Curriculum and support Fine Arts extracurricular activities. Create opportunities for students to showcase knowledge and skills acquired in Fine Arts classes (performances, Reader's Theater)

Sep 01, 2020 to Jun 30, 2022 - Fine Arts Teachers Administration BPNC

## **Strategy 2**

Integrate technology and e-learning into classroom instruction using devices (iPads, chromebooks, interactive boards) and virtual learning platforms.

Sep 07, 2020 to Jun 17, 2022 - Tech Committee Administration Teachers

Develop and implement rigorous tasks (Number/Math talks, Three Acts, discussion, questioning, AAI, debate, STEM... etc.) for all students including ELs and DLs

Sep 07, 2020 to Jun 17, 2022 - Teachers ELPT/CC

Analyze various data points (ex. NWEA, running records, ESGI,...etc) to identify instructional practices to address students' needs.

Oct 14, 2020 to Jun 17, 2022 - Administration ELPT CC Teachers

Use data to engage staff in cycles of continuous learning to improve instruction for all students, including ELs/DLs (ex. Collaborative Conversations,... etc)

Oct 05, 2020 to Jun 17, 2022 - ILT

Revise common Performance Task unit assessments and scoring tools to ensure alignment with standards.

Oct 04, 2021 to Jun 17, 2022 - Teachers

Analyze student work/assessments data as a grade level to evaluate student performance, consistent grading practices and rigor.

Nov 09, 2020 to Jun 17, 2022 - Administration Teachers (GL teams)

Engage students in goal setting around NWEA, reading levels, ACCESS, and academic performance during student/teacher conferences

Oct 19, 2020 to Jun 17, 2022 - Classroom Teachers

Develop instructional interventions to close learning gaps and provide support in implementation.



Jan 29, 2021 to Jun 17, 2022 - MTSS Teachers

Incorporate WIDA standards into instructional practices with support to develop language domains for ELs.

Sep 07, 2020 to Jun 17, 2022 - ELPT Bilingual Teachers

### **Strategy 3**

Provide structured opportunities to build positive student and staff relationships and sense of community.

Sep 07, 2020 to Jun 17, 2022 - Ensemble Committee All Staff Administration

Continue to provide a safe and engaging recess program for our students.

Sep 07, 2020 to Jun 17, 2022 - Administration Misc Employees

Form a student voice committee that empowers students to make improvements in their school and community.

Sep 07, 2020 to Jun 17, 2022 - Student Council Lead Teachers

In addition to open house and Parent Teacher Conferences, create bi-annual classroom workshops for parents to support student learning.

Sep 07, 2020 to Jun 17, 2021 - Administration Classroom teachers GL teams

Invite parents to in- school activities and meetings (assemblies, fund raisers, LSC, BAC/PAC).

Sep 07, 2020 to Jun 30, 2022 - Parent Involvement Committee All Staff

Design learning experiences focused on culture, diversity, race, social identities, and equality for students to explore how their identities influence their experiences and perspectives. (ex. Heritage/Literacy event)

Sep 07, 2020 to Jun 30, 2022 - All staff

Engage students in college and career experiences to discover students' talents/career interests and expose them to college and career opportunities.

Sep 07, 2020 to Jun 30, 2022 - College and Career Committee All Staff

Create and review school wide safety protocols and procedures to promote a safe and orderly school environment.

Sep 07, 2020 to Jun 30, 2022 - Administration All Staff Security

In addition to engaging students in two Eagles camps throughout the year, PBIS team meets bi-quarterly to identify clear procedures for classroom/office managed behaviors.

Sep 07, 2020 to Jun 30, 2022 - All Staff PBIS Team

Implement school wide restorative practices to minimize punitive responses and encourage students to be responsible for their actions.

Sep 07, 2020 to Jun 30, 2022 - Administration PBIS Team All Staff

Plan PBIS Eagles camp to occur 2-3 times throughout the year.

Sep 07, 2020 to Jun 17, 2022 - PBIS team All staff

PBIS team meets bi-quarterly to identify clear disciplinary procedures for classroom/office-managed behaviors

Sep 07, 2020 to Jun 17, 2022 - PBIS team All staff

Implement school wide restorative practices to minimize punitive responses and encourage students to be responsible for repairing harm.

Sep 07, 2020 to Jun 17, 2022 - Administration PBIS team All staff

Create and review school wide safety protocols for parents, teachers and students (ex. safety drills).

Sep 07, 2020 to Jun 17, 2022 - Administration Security All staff

Engage students in college and career experiences to discover students' talents/career interests and expose them to college and trade opportunities.

Sep 07, 2020 to Jun 17, 2022 - College and Career Committee All teachers

## 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.**

Student achievement relative to state content and achievement standards are measured by NWEA, IAR, and ACCESS testing as well as school designed classroom assessments. School counselor administers a survey to assess the SEL needs of our students.

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

The teachers engage in professional learning delivered by the ILT on a regular basis that focuses on tier 1 instructional strategies. The school staff actively engages in professional learning provided by the Network and District to support learning for all students and equity.

**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.**

Methods and instructional strategies, such as the powerful practice (collaborative conversations), are geared to strengthen core academic, increase the amount of student learning time, and provide equity to all students.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

Tiered academic supports (extended day academic and enrichment opportunities) and SEL supports, such as counseling groups, serve to meet the needs of all students including those students at risk of meeting achievement standards.

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

Our school uses the following strategies to attract high-quality, highly-qualified teachers. We have relationships with universities in which we provide opportunities for their students to participate in practicums and student teaching, We advertise our open positions to attract talent and attend job fairs sponsored by the District.

**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.**

The school engages stakeholders in high quality professional development during professional development days and regularly scheduled meetings. These meeting are ongoing throughout the school year. Staff and parents also have opportunities to attend PD sponsored by the Network and District.

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

The school uses the following strategies to increase parent involvement. Parents are invited to attend monthly BAC/PAC and LSC meetings. In addition to parent-teacher conferences and open houses, classrooms have two workshops a year for parents to help students learn at home. The school has assemblies and performances on a regular basis that parents are invited to attend.

**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.**

The school participates as a site for Step Up to Kindergarten during the summer to support transitioning PreK to Kdg students.

**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.**

Teacher have the opportunity to give input and vote on the school's assessment. Grade levels and individual teachers have a voice (grade level teams and PPLC) and make decisions in regards assessments and the overall instructional program.

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

Students are provided with tiered supports and extended day academic and enrichment opportunities to help them become proficient on academic achievement standards.

**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.**

Federal, state and local services services such as PreK programs and nutrition programs are provided by the school in compliance with all standards and regulations.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

# Parent and Family Plan

## Parent and Family Engagement Policy (Complete)

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

The School will provide parents with the information and training needed to understand and develop the ESSA parent involvement plan and policy at LSC/ PAC, and BAC monthly meetings through planned questionnaires and surveys. Parent Committee Leaders will participate in the development and review during CIWP writing. Parent involvement plan and parent Compact will be posted in each office as well as our parent board.

**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**

Principle Pacourek holds an annual ESSA meeting at the beginning of the school year in order to provide and explain parents of their rights and requirements in regards to funding and parent involvement. PAC and LSC meetings are held on a monthly basis in which all parents and community is invited. Our annual ESSA Meeting and our Annual Organizational meeting will be held on September 2020. Shields Elementary will ensure that parents receive information about parent involvement, curriculum and assessment tools through the PAC, BAC, LSC, monthly meetings, Classroom open houses, Parent Conference, monthly Principals report, Parent Portal, quarterly classroom workshops and updates on School Web Page, Bilingual Calendar and Principals monthly newsletter.

**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.**

Shields School will keep all agendas and minutes of meetings on file and accessible to parents. Suggestions brought to school staff or administration are included in the meeting agendas and minutes. Issues that need to be addressed immediately are brought to the attention of the PAC board. Principal will keep an open line of communication with Council members through his open door policy and Parent Liaison. School will gather such suggestions and act accordingly.

**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 will receive a written report of their child's, Access test results. Parents will also be notified by classroom teachers of their child's BOY, MOY, EOY and NWEA results

**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.**

CPS has a process by which to notify parents of those teachers who, per ISBE are deemed " not highly qualified". These letters are distributed to the parents whose children are affected.

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

The School will host open houses at the beginning of each school year in order to communicate with parents 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. All parents will receive a Shields Handbook that will include the academic expectations, standards, assessments and monitoring during the school year.

**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.**

Classroom teachers will conduct parent classroom workshops, bi quarterly, that highlight strategies and practices that parents can use to support the classroom instruction. Teachers meet twice yearly with parents to discuss their child's academic progress and ways to assist them with academics. The School provides parent workshops on topics identified by parent committees in a workshop setting, BAC and/or PAC meetings. The school will also provide activities for parents to engage in learning that will lead to obtaining knowledge and understanding of the learning in the classroom. School will facilitate access to network parent meetings. (Field Trips and Workshops)

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

Teachers conduct classroom parent workshops bi yearly. Our Parent Mentor Program provides opportunity for parents to volunteer in classrooms as support personnel and partners. We also encourage parent to volunteer using the CPS Level II and Level I Volunteer program. Teachers and staff members contribute to the training at BAC and PAC meetings. The school participates in the Network parent involvement

activities. The school has a staff Parent and community involvement committee that works to provide opportunities for parent involvement.

**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.**

The school hosts the Network and Area Head Start meetings, holds monthly Head Start Family Nights which are educational and interactive. Our Head Start parents are encouraged to volunteer in their child's classroom and meet all guidelines for volunteering.

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

All school communications -newsletters,notes, postings, robo calls - are provided in native language and English. There is a list of building translators posted in each office to ensure that parents understand communications, and translators provide native language support at all school assemblies, meetings, conferences, and performances.

### 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.)**

All students, including ELs and DLs, will be provided with an equitable, high quality, CCSS aligned curriculum and instruction by educators that are highly

qualified. All staff maintains high expectation for student learning and differentiates instruction to meet all student needs.

**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.**

Teachers meet with parents twice a year to discuss the report and academic performance, invite parents to the fall open houses, and conduct regular parent workshops. Dates for the 2020-21 parent conferences are: November, April

**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 will receive 4 progress reports per year and 4 report cards. In addition, teachers will regularly communicate progress through daily/weekly reports and the student planner. Progress report dates are: October, December, March, May,

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

Teachers are available daily to parents by appointment - before, after or during prep time. Teachers can be reached by phone, messaging, parent portal, and email. Administration maintains an open door policy and is available to parents at all times.

**The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.**

Parents are always welcome in our school. There are many opportunities to volunteer for class projects, school fundraising, school performances, Field Trips, and classroom mentoring, CPS volunteer program, parent ambassadors, recess program.

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

Parents are encouraged to sign up for Parent Portal and we have developed a system to assist with this sign up. Parents communicate regularly with teachers and administration in the monitoring of on-track data, especially attendance.

**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 complete the 5 Essentials Survey yearly to provide feedback on their child's education, the school's culture and climate. . Parents will also participate in the schools CIWP planning.

**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).**

Teachers engage student in goal setting after fall testing. Attendance, academic goals and personal goals are included in the goals.



## Parent Budget (Complete)

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

Our goal is to provide parents with activities that will provide them with knowledge needed to support their students with the learning within the classrooms and how they can use it to further to support their students at home as well as collaborate, with teachers to obtain resources and additional knowledge if needed. Topics will be focused on supporting students in content areas. Timeline goals are 2020-21

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$400.00
<b>53405</b>	<b>Supplies</b> 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.	\$1019.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$1700.00
<b>54205</b>	<b>Travel</b> 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.	\$300.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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.	\$366.00