Fort Dearborn Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Vernita Sims	Principal	Vbsims@cps.edu	Has access
Eboni Mixon	Assistant Principal	Emmixon@cps.edu	No Access
Carolyn Leonard	Parent	c-leonard@sbcglobal.net	No Access
Caprice Mitchell	Primary/LSC/ILT	Caphillips-mitche@cps.edu	No Access
Yvonne German	MS ELA/ILT	Ygerman@cps.edu	No Access
Cynthia Herring	Intermediate Reading	Clherring@cps.edu	No Access
Chanel Thornton	MS Math/ILT	Cnthornton@cps.edu	No Access
Gloria Torres	Primary Reading/ILT	Gmtorres@cps.edu	No Access
Joyce Barnes	ESP/LSC	Jkeith@cps.edu	No Access
Jeanette Willis-Holmes	Counselor/MTSS Lead	Jwillis@cps.edu	No Access
Larissa Acker	Intermediate Math/ILT	Lacker@cps.edu	No Access
Lynette Adams	MS DL/ILT	Ladams2@cps.edu	No Access
Marcus Alderson	Case Manager/DL/LSC/ILT	Mwalderson@cps.edu	No Access
Paul Allen	Primary Math	Paallen@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	CIWP Team	Completion of SEF
02/13/2020	CIWP Team	Identify Critical Area of Needs
02/21/2020	CIWP Team	Root Cause Analysis

Date	Participants	Topic
03/05/2020	CIWP Team	Theory of Action
03/19/2020	CIWP Team	Action Steps
04/09/2020	CIWP Team	Fund Complainance
04/23/2020	CIWP Team	Parent and Family Plan

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 2 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: School Mission is shared on website, weekly newsletters, all school to parent meetings/activities, includes Character traits. 5 Essentials Provides teacher feedback on instruction and planning ?Weekly staff bulletin & grade level meetings Strategic school partnerships with other schools for joint staff PD(Personaized Learning Collaborations, Cycle Summit, SEL, Start of School Success(YAP), Hubbard Street Dance) Teachers share strategies at grade level meetings to support best practices Prioritizes goals
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 2 Design professional learning (PL) to achieve school-wide improvement goals
- o 4 Design and implement school day schedules that are responsive to student needs
- o 4 Align the budget to the CIWP priorities and the mission of the school
- o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: School Mission is shared on website, weekly newsletters, all school to parent meetings/activities, includes Character traits. 5 Essentials Provides teacher feedback on instruction and planning ?Weekly staff bulletin & grade level meetings Strategic school partnerships with other schools for joint staff PD(Personalized Learning Collaborations, Cycle Summit, SEL, Start of School Success(YAP), Hubbard Street Dance) Teachers share strategies at grade level meetings to support best practices Prioritizes goals, monthly MTSS meetings, bi-weekly ILT meetings, protocols used during GLM, monthly PPC & PPLC meetings, monthly DL meetings with case manager, on-going collaboration with DL and general education teacher, common planning time with grade bands, New teacher orientation, novice teachers are assigned a mentor teacher, peer observations,monthly LSC meetings

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 2 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
    - o 2 Curriculum connects to real world, authentic application of learning
    - o 3 Curriculum is aligned to expectations of the standards
    - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
    - o 2 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
    - o **Evidence**: Teachers utilize curriculum scope and sequence. Teachers plan to engage student in instruction based on individual needs demonstrated on NWEA assessments, and interim assessments. Bi-weeky LPs are provided with ongoing feedback
- 2 - Instruction
    - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
    - o 2 Engage students in learning and foster student ownership
    - o 2 Use questioning and discussion as techniques to deepen student understanding
    - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
    - o 2 Provide students frequent, informative feedback

- o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 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)
- o **Evidence**: Description of Materials in LP, Lesson, Plans Science Curriculum aligned to NGSS and NCCSS , LP aligned to scope and sequence, small group instruction, mini lessons, guided reading, opportunities for re-dos's, 1:1 technology, goal setting conferences with students, data walls, Presence of varied Text-Classroom libraries, guided reading libraries, Classroom libraries (various leveled) , Bi Weekly lesson plans Chromebooks for all grade levels, pop ins, REACH evaluations, In some, but not all classes learning objectives are consistently visible throughout ALL subjects being taught. Learning objectives are verbally communicated by some but not all teachers to students Prior to instruction. Organized reading block is structured with word studies, read aloud, and differentiated work assignments. School goal 3B based on Blooms Taxonomy remains overall school goal.

- 3 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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
  - o 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
  - o 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
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Flexible learning environment include collaboration with other grade level teachers for resources and student engagement. School MTSS has incorporated Tier I and Tier II with success but Tier III supports are needed for academics and behavior. Adaptive learning environments for students are needed that support their needs, abilities, and goals, however are not utilized effectively. Training needed on progress monitoring Tier 3 students for referrals. School wide grading system, Bi-weekly grade book audits, using protocols to look at student work, assessments, and LPs during ILT and GLM

- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 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)
- o 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)
- o **Evidence**: Flexible learning environment include collaboration with other grade level teachers for resources and student engagement. School MTSS has incorporated Tier I and Tier II with success but Tier III supports are needed for academics and behavior. Adaptive learning environments for students are needed that support their needs, abilities, and goals, however are not utilized effectively. Training needed on progress monitoring Tier 3 students for referrals, afterschool programs for K-8, more frequent MTSS team meetings
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 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
  - o **Evidence**: 8th graders participated in a college tour to Northern University, MS students participate in college tours, attend HS fair, HS tours with 8th graders, Naviance, Go CPS After school college and career readiness focus program, Learn, plan, succeed for 6th and 8th graders, State of School Address twice per school year. Counselor engages students with personal skills assessment. Certified Algebra teacher needed for HS credit course. Every parent is given information with their child's lexile, RIT score, and RIT target. The following are used: Career days, Data conferences with students and parents, On-Track supports, Student Portal, College & carer research and presentations

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- o **Evidence**: Respectful relationships are supported by all staff including counselor and off duty officers. Student ownership of their role in supporting civil classrooms is an opportunity for growth. Mutual respect and mentoring opportunities exist
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Students are exposed to fine arts programming including, Hip hop dance, visual arts, basketball, volleyball, track and field. Student interest is sought after by way of Student council and student voice committee. Students included in State of School parent/community presentation. MVMS, student council, parent night (reading and math)
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Respect and Rapport are supported by respectful culture in common area. Use of off duty officers, dean of students, mentoring programs, school cameras, and adult supervision support safe environment
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Teachers are trained yearly on RJ practices, SEL is embedded in the curriculum, morning meetings, Level 3-6 infractions have decreased by 90% compared to SY 17-SY 19 MTSS Tier I and Tier II supports lead restorative practices to student discipline. Responses support student re-integration into classroom with modified behavior.
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 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)
- o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 3 Partner equitably with parents speaking languages other than English
- o 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)
- o **Evidence**: Parents are currently volunteering in the classrooms, Family focus partnership, monthly parent training, monthly PAC meetings, message communicated with all parents through phone calls, website, marquee, and newsletter, community business council, alderman, and park district support students and families. Outreach efforts are going forth

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: 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**

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math growth among students in grades 3rd-8th
Root Cause 1	Lack of planning for differentiated math instruction
Area of Critical Need 1	Math Attainment among students in 2nd grade
Root Cause 2	Lack of foundational skills, lack of planning for students who lack foundational skills
Area of Critical Need 3	Reading Attainment among students in grades 3rd-8th
Root Cause 3	Lack of finding resources for students who are exceeding grade level material

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Math) During the SY 19-20 math percentile for students in grades 3rd-8 is 12% which is a -87% decrease SY 18-19	African American		45.00	50.00
	Overall		45.00	50.00
Vision: NWEA Attainment G2-8 (Reading) During the SY19-20 reading attainment in grades 3rd-8th is 38% which is a +3% increase fro SY 18-19	African American		55.00	60.00
	Overall		55.00	60.00
Vision: NWEA Attainment G2 (Math) During the SY 19-20 math attainment in 2nd grade is at 22% which is a -9% decrease from SY 18-19	African American		50.00	55.00
	Overall		50.00	55.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we implement a standard based curriculum that addresses the needs of the students by increasing student to student discourse, use multiple strategies to master standards and create rigorous task that are aligned to the scope and sequence
Then we see...	Students will gain meaningful access to grade level content
which leads to...	an increased attainment and growth metrics by EOY 2022
Budget Description	Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately. Need materials to provide and a variation of resources. Materials will need to be differentiated based on content, grade level,and students. There are a variety of instructional materials and resources available for students and staff. Ensure that all learners are engaged in all content areas by fully integrating opportunities for all learners, including: Integrating academic and social emotional learning. Connection to real world, authentic application of learning. Ensuring curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language. Ensure curriculum is tailored to the strengths, needs, and interests of each student.Teachers are provided with instructional materials including novels, math curriculum, SEL curriculum, grade level text, scholastic news, leveled readers for guided reading, Chromebooks, online skills practice programs, document cameras, projectors,Smartboards etc. based upon student need and aligned to curricular plans and expectations of the standards. Instructional materials are selected and adapted based on learning objectives and learner needs. Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.
Tags	Curriculum, Instruction, Assessment: Balanced Assessment and Grading, Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	• (On-Track) June-August: Administrative meeting with ELA and Math teacher to create school-wide common assessments across all grade levels to ensure that the curriculum is aligned between all grade levels. September-June: Implement monthly reading thematic units September -June: Administration will monitor bi-weekly lesson plans and provide actionable feedback September -June: Weekly meetings with general education teachers, DL teachers and case manager to discuss what's working, what needs work September-May: Provide monthly PDs to staff for using student to student discourse and higher DOK questioning stem,create authentic assessments aligned to the curriculum, peer-to-peer observations November-May: Teacher Leader conducting grade level PDs , teacher leader observing peers and provide actionable feedback Tags:Curriculum, Balanced Assessment and Grading, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams

Strategy 2

If we do...	Deliver high quality rigorous instruction that supports student development and has clear definitions of the competencies and skills should be developed across all all grade levels
Then we see...	students become independent critical thinkers and master grade level core content, knowledge and skills
which leads to...	an increase in attainment and growth metrics by EOY 2022
Budget Description	Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions. Effectively communicate with students, guide students to articulate the relevance of the objective(s) to learning and anticipate possible student misunderstanding. Ensure students develop a conceptual understanding of content while making connections to their interests, knowledge, and experience. Build on students' language development and understanding of content. Use questioning and discussion as techniques to deepen student understanding and challenge. Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence. Engage students in learning. Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks. Provide targeted supports to individual students or groups of students based on their identified needs. Monitor the effect of teaching on student learning and integrate formative assessment into instruction. Monitor progress and check for understanding for individual students. Change instructional practice based on analysis of current data. Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. Intervene in a timely and effective way to help students who are struggling. Provide teachers with internal and external PD opportunities that will improve instructional practices.
Tags	Instruction, Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Personalized Learning: Learner Focused, Science: Student Discourse
Action steps	• (On-Track) August-May: Teacher leaders and administration provide all staff with monthly PDs during grade meetings, professional development meetings before and after schools, off-site professional development sessions that focus on student to student discourse, differentiated learning (task and assessments), small group instruction, modeling, utilizing google classroom and DOK questioning stems October-May: Peer to peer observations with ILT and teacher teams and teacher leaders with feedback October-May: Administration Reach Observations September-June: Administration and ISL conducting weekly pop-ins with feedback to improve instructional practices September-June: weekly grade book audits and bi weekly lesson plan reviews with feedback September- June: Use the lesson plans to embed time for re-teaching and re-engaging students who do not demonstrate mastery at specific content to skills Tags:Instruction, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction,

	Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

Strategy 3

If we do...	Design and implement an MTSS and SEL framework based on established K-8 structures and protocols.
Then we see...	that teachers will be able to identify student deficits and implement interventions based on specific area(s) of need
which leads to...	Students making measurable academic and/or social progress based on intervention data. Progress will be tracked by the percentage of teachers entering activities (academic and SEL) in MTSS system; intervention success rate; monitoring off track students in Dashboard every five weeks; and monitoring of SEL incidents in ASPEN
Budget Description	TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. Intervene in a timely and effective way to help students who are struggling. When formative assessments show a need for intervention or enrichment ensure teachers make effective impromptu adjustments that individualize instruction for students. Use effective progress monitoring data to trace effectiveness of interventions and student response to intervention. Customize learning environments, pace, and approach of teaching and curriculum in order to meet each learners? individual needs (?Personalized Learning?). ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism. Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance. TIER 2 & 3 - Collaborate and work as teams of teachers and RSPs to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students. Monitor students requiring and receiving targeted and intensive instruction/interventions. Determine appropriate interventions for students or groups of students not making adequate progress. Use progress monitoring data to track effectiveness of interventions and student response to intervention. Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports. Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed. Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (On-Track) August-September: Identify school climate and SEL leadership team and Focus on school-wide tier 1 SEL. Administration will create a MTSS team that will focused on student outcomes, student data, and student work. September-October: MTSS and Administration team will establish clear and consistent protocols for grade level teams to review student outcomes, student data, and student work September-October: MTSS team will establish criteria for referrals

		of students MTSS team October-February: MTSS team will develop an explicit pyramid of interventions and prevention. October-February: MTSS team will create a process for the development of an individual plan for students that address interventions and enrichment. September- June: Through the implementation of Fort Dearborn's cycles of Professional Learning, Administration, ILT, PL coaches, MTSS team and teacher leaders, will provide support to all grade levels and staff to strengthen Tier 1 instruction.Administration will support teachers in implementing effective and best practices in all content areas. Fort Dearborn will use peer observations, pop-ins, and learning walks to gather data and adjust instruction October-June: Administration will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to ELA and Math. October-June: After-school tutoring programs, one-one conferencing, supplemental instruction, small group instruction, implemented to provide additional targeted instruction for students and Tier 2 & 3 instructional programs September-June: Administration will work with teacher to differentiate support and create action plans that will ensure implementation around those plans, around NWEA and other data points that will improve instruction. September-June: Administration will monitor instruction through grade book audits, pop-in observations, formal and informal REACH observations, and walk-throughs and provide feedback to teachers based on their personalized professional learning goals and school-wide goals. Tags:Curriculum, Instruction, MTSS, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

Action Plan

Strategy 1

On-Track Dec 15, 2020

June-August: Administrative meeting with ELA and Math teacher to create school-wide common assessments across all grade levels to ensure that the curriculum is aligned between all grade levels. September-June: Implement monthly reading thematic units September -June: Administration will monitor bi-weekly lesson plans and provide actionable feedback September - June: Weekly meetings with general education teachers, DL teachers and case manager to discuss what's working, what needs work September-May: Provide monthly PDs to staff for using student to student discourse and higher DOK questioning stem,create authentic assessments aligned to the curriculum, peer-to-peer observations November-May: Teacher Leader conducting grade level PDs , teacher leader observing peers and provide actionable feedback

Sep 09, 2019 to Jun 17, 2022 - ILT, teacher leaders, administration

Strategy 2

On-Track Dec 15, 2020

August-May: Teacher leaders and administration provide all staff with monthly PDs during grade meetings, professional development meetings before and after schools, off-site professional development sessions that focus on student to student discourse, differentiated learning (task and assessments), small group instruction, modeling, utilizing google classroom and DOK questioning stems October-May: Peer to peer observations with ILT and teacher teams and teacher leaders with feedback October-May: Administration Reach Observations September-June: Administration and ISL conducting weekly pop-ins with feedback to improve instructional practices September-June: weekly grade book audits and bi weekly lesson plan reviews with feedback September- June: Use the lesson plans to embed time for re-teaching and re-engaging students who do not demonstrate mastery at specific content to skills

Aug 24, 2020 to Jun 17, 2022 - ILT, teachers, Administration, Teacher Leaders, ISL

Strategy 3

On-Track Dec 15, 2020

August-September: Identify school climate and SEL leadership team and Focus on school-wide tier 1 SEL. Administration will create a MTSS team that will focused on student outcomes, student data, and student work. September-October: MTSS and Administration team will establish clear and consistent protocols for grade level teams to review student outcomes, student data, and student work September-October: MTSS team will establish criteria for referrals of students MTSS team October-February: MTSS team will develop an explicit pyramid of interventions and prevention. October-February: MTSS team will create a process for the development of an individual plan for students that address interventions and enrichment. September- June: Through the implementation of Fort Dearborn's cycles of Professional Learning, Administration, ILT, PL coaches, MTSS team and teacher leaders, will provide support to all grade levels and staff to strengthen Tier 1 instruction.Administration will support teachers in implementing effective and best practices in all content areas. Fort Dearborn will use peer observations, pop-ins, and learning walks to gather data and adjust instruction October-June: Administration will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to ELA and Math. October-June: After-school tutoring programs, one-one conferencing, supplemental instruction, small group instruction, implemented to provide additional targeted instruction for students and Tier 2 & 3 instructional programs September-June: Administration will work with teacher to differentiate support and create action plans that will ensure implementation around those plans, around NWEA and other data points that will improve instruction. September-June: Administration will monitor instruction through grade book audits, pop-in observations, formal and informal REACH observations, and walk-throughs and provide feedback to teachers based on their personalized professional learning goals and school-wide goals.

Aug 24, 2020 to Jul 15, 2022 - ILT, PL coaches, Teacher leaders, administration, teachers

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.

Through the needs assessment, consult with a broad range of stakeholders, including parents, school staff, and others in the
community, examine relevant academic achievement data to understand students? most pressing needs and their root causes. Where necessary, attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

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

The school will improve academic achievement among the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. The school wide plan will provide opportunities for students that will address the learning needs of all students in the school through a differentiated task and assessment.

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.

More planning time that will result in a smoother implementation process. Use school-level budgeting and strategically reallocate funds base on the needs of the students. Social emotional leaning that will address the needs of all students. Teacher development opportunities.

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).

Adopt clear and rigorous academic standards so that everyone knows what students are expected to learn. Set high standards for those who teach in their schools, hiring only those teachers who have an academic major in the subject they intend to teach, and who have passed a qualifying examination, like people in other professions.

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

Set high expectations, which creates a culture that encourages all students to learn. Create opportunities for teachers to collaborate, which attracts other effective teachers, ensuring that students get great teachers year after year; and, most important,Target recruitment to teacher preparation programs that place a high value on the skills needed to teach in high-needs schools. Hire from teacher prep programs whose candidates spend time student teaching in high-needs schools. When interviewing candidates, evaluate whether aspiring teachers have important skills in classroom management.

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.

Is content focused, Incorporates active learning utilizing adult learning theory, Supports collaboration, typically in job-embedded contexts, Uses models and modeling of effective practice, Provides coaching and expert support,Offers opportunities for feedback and reflection, Is of sustained duration,

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

Connect with parents using different modes of communication platforms. Offer services and events that bring parents into the school. Teachers and/or outside speakers can discuss any number of topics [?], including family nutrition, child development, constructive and non-constructive ways for parents to help with kids? homework, the importance of quality sleep for busy kids, etc.? Schools should aim to meet the needs of non-English-speaking parents as well as English-speaking parents.

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.

Ongoing communication between the sending and receiving early education programs strengthens relationships. Communication between preschool and kindergarten teachers about curriculum, expectations for kindergarten, and individual children helps teachers prepare incoming kindergartners socially, emotionally, and academically. Providing preschool children with
learning activities similar to those they will experience in kindergarten correlates with more rapid social and emotional adjustment and increased academic performance in 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.

Data Based Decision Making

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.

Small group differentiated instruction, gradual release on instruction, differentiated assessments , timely feedback, opportunities of redo

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.

Improve teaching and learning that will enable students to, at a minimum, meet the Illinois Learning Standards. In accomplishing this goal, students who are considered as eligible will receive Title I, Part A funds. Program will be instructed by a highly-qualified teachers.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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 workshops, parent meetings during 15th and 30th week of school, and monthly newsletters to inform parents about upcoming activities. Mid- year and end of year parent, student and community surveys.- Family Math Night, Dr. Seuss Night, Father Daughter Dance, Mommy and Me Dance, Grandparent Day Luncheon and Parent volunteer luncheon.

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

Contact via newsletter, robocalls, and display on school marquee ,display on the Annual Title I Parent Meeting that will be held on the September 25, 2019 and the PAC Organizational meeting held on September 25, 2019

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.

Monthly informational newsletter, grade level/subject guides to what the curriculum includes, assessment tools used and expected proficiency level, monthly calendar parent workshops on how to assess the curriculum

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.

Monthly meeting, robo call, newsletters, participation, incentives, designated meeting space, parental suggestion box central locations.

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.

Letters should be sent home to all students affected by that classroom teacher.

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.

Reports should be given out at Open House then send home individual student growth growth chart or AYP, Fort Dearborn will host BOY and MOY state o the school address for parents during report card pick up. Primary parents will receive progress report printed from ASPEN every 10 weeks

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.

Subject guides detailing standards assessment, meeting workshops to teach parents to use the parent portal tool to check student 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.

Conduct two workshops for staff on successful collaboration with parents once a semester. Teachers will have weekly communication with parents and document their communication on the shared google phone log

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.

Parent workshops and resources to assist with learning at home and collaborating and soliciting parent volunteers for classroom activities and special events and field trips

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.

Involve participating parents, PAC, LSC, teachers in formulations of a format for informational newsletters or an correspondence with parents. All correspondence will be parent friendly.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

NA

School-Parent Compact (Complete)

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

Fort Dearborn, through a rigorous and integrated curriculum, will inspire and mold globally conscious, critical and reflective thinkers. The staff will promote a s shared vision among students, faculty and stakeholders.

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.

Once a quarter for parent teacher conferences, other conferences on the need to basis throughout the year. Bi-annual parent meeting for students who are in bench mark grades 3rd, 6th and 8th grades

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

Weekly through parent portal, 5 week progress reports, 10 week report cares, MOY parent meetings for bench mark grades for students who are below the 24th percentile 5 week progress progress monitoring reports for primary grades.

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

Schedule meetings with staff members depending on staff member's availability. Staff will provide a time bi-weekly to administration as to availability for parent consultations.

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.

Admin/Teacher can formulate a parent calendar of events so they can sign up for volunteering and participation. Parents will complete a volunteer form
online. Once approved, volunteer participation will be predetermined by Teacher/Parent/Staff.

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

Have parent workshops & resources to assist with learning at home. Distribute grade level/subject guides to the curriculum and how to help require parental
signatures on homework. Daily phone calls made to parents when students are absent or truant

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

Organizations are available for parents to join that allows them to actively participate in decisions relating to the education of their child via PAC, LSC and on CIWP.

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).

Detail the expectation for students success on the first day of school. Reinforce for the entire month behaviors that contribute to success immediately
discourage behaviors that are not conducive to success through discipline and parental conferences. Before or after school tutorial programs for kids to
participate. In-class and school wide incentives using PBIS and Champs

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.**
>
> Parent engagement will focused on 1)Awareness of educational goals for students 2) Access to high quality resources to support student achievement and
> 3) Access to parent portal to view student performance and communicate with teachers

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

Account(s)

Description

Allocation

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.	$655.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$652.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$652.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00

53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$652.00