

John Spry Elementary Community School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/15/2020	LSC members	Discussed CIWP team formation during LSC monthly meeting
01/13/2020	ILT members	Discussed SEF strategy during ILT meeting for upcoming SEF completion
01/27/2020	ILT members	Began SEF powerpoint presentation during ILT meeting

Date	Participants	Topic
01/31/2020	All Spry Staff and Parent CIWP team member	Completed SEF
02/10/2020	ILT/CIWP team members	Identified framework priorities/areas of critical need
02/12/2020	CIWP team members	set goals and selected 4 metrics.

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

- 2 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 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:** optional
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** optional

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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
 - **Evidence:** optional
- 3 - Instruction
 - 2 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 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:** optional
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** optional
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 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)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 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:** optional
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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:** optional

Quality and Character of School Life

- 2 - Relational Trust

- 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** optional
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 1 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** optional
- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 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:** optional
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** optional
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 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)
- 2 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:** optional

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	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	Create a K-8 scope and sequence for all content areas. (Curriculum)
Root Cause 1	Lack of school-wide planning time so that all teachers of a given content area can work together collaboratively. Lack of coherency in curriculum from grade to grade (especially in science, social studies, and ELA).
Area of Critical Need 2	Create a Peace Room to help provide Restorative Practices for our most vulnerable students (Discipline)
Root Cause 2	Across the school, discipline issues are not handled using RPs. Communication about behavior expectations and teacher responses to behavior are not consistent. Procedures for seeking RP help for a particular student or incident are not clear. Teachers revert to their own strategies when dealing with student trauma and behavior rather than incorporating the support of staff members who have experience with RPs.
Area of Critical Need 3	Improve differentiated instruction for Tier 1 in all core areas in order to address the wide variety of student needs in each grade level.
Root Cause 3	Teachers need PD around differentiating Tier 1 instruction. Teachers need to see examples of how differentiated classrooms operate successfully (Domain 2 & 3 specifically). Teachers need access to materials at different ability levels in order to provide rich learning experiences for all students.
Area of Critical Need 4	Create curricular teams to solve curriculum problems and build strong, collaborative relationships within each cross-grade level team.
Root Cause 4	Lack of school-wide planning time so that heterogeneous problem solving groups can thrive. Lack of communication channels so that teachers can truthfully share their concerns and then work together to solve them. Lack of progress monitoring and accountability on the staff.

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)	Overall		54.50	55.50
By differentiating Tier 1 instruction in math, students will get targeted instruction in order to help them meet their growth goals on NWEA.				
Vision: NWEA Growth G3-8 (Reading)	Overall		61.90	62.90
By differentiating Tier 1 instruction in reading, students will get targeted instruction in order to help them meet their growth goals on NWEA.				
Vision: Attendance Rate	Overall		95.40	96.00
By building a peace room and integrating restorative practices in our discipline procedures, students will feel a stronger sense of accountability to the school and will have a higher rate of attendance.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We will create curricular teams in all subject areas from K-8. These teams will meet regularly to solve problems around their curriculum. As a result, our scores in the area of "collaborative teachers" will stay at "strong" for the entire length of the CIWP.				4.50	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Percent of students making progress on ACCESS Our ACCESS scores are extremely low and we will put a heavy emphasis on English Language Development.	0.00	1.00		2.00	3.00

Strategies

Strategy 1

If we do...	learning rounds that focus on differentiated instruction (including assessment, engaging instruction, Diverse Learners, English Learners, and teacher collaboration)
Then we see...	teachers will reflect on their own practice and make structured goals for continuous improvement in the area of differentiated instruction
which leads to...	100% of teachers will set and maintain goals tied to differentiation for each learning round.
Budget Description	curriculum materials that provide options for differentiation, technology that provides options for differentiation, professional learning books targeting differentiated instruction, release time for teachers.
Tags	Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Revisit the Differentiation Strengths Inventory (created in the fall of 2018) and have new staff members take the inventory. Gather baseline data on teacher practice as it relates to differentiation. <p>Tags: Instruction, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) Develop a scope and sequence for the learning rounds, planning for rounds that will last 5-10 weeks and will utilize GLMs, Flex Meetings, and other staff meetings in order to deliver the professional learning and reflection. <p>Tags: Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Tailored Learning/Differentiation</p>

	<ul style="list-style-type: none"> (Not started) Develop a goal setting structure for teachers to write and reflect on goals during each cycle. This will serve as a data collection tool to help gather teachers' attainment of the goals they set for themselves surrounding differentiated instruction. <p>Tags: Instruction, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) Facilitate Learning Rounds for staff in order to learn strategies and develop practices to improve differentiation around the school. Learning Rounds will include Professional Readings, classroom visits, goal setting, and professional reflection. <p>Tags: Instruction, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p>
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Strategy 2

If we do...	continue creating comprehensive, vertically aligned units for K-8th grade in Math and ELA/Social Studies (including native Spanish instruction/ESL/DL)
Then we see...	units that incorporate all standards, skills, and content areas across all grade levels
which leads to...	100% of math units are vertically aligned K-8 and 100% of ELA, writing, and SS topics have been designed as integrated humanities units for K-8.
Budget Description	
Tags	Curriculum, Student Voice, Engagement, and Civic Life, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Form a Math Committee and a Humanities Committee. Set goals and timeline of due dates for the committees. <p>Tags: Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Evaluate K-8 scope and sequence for math and humanities. Perform needs assessment on units that have been created and units that have yet to be created. This needs assessment will also take into account the effectiveness, inclusiveness, and cultural relevance of each of the existing units. <p>Tags: Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Curriculum</p>

	<ul style="list-style-type: none"> (Not started) Develop a meeting schedule with each curricular committee so that teachers can give feedback on unit plans and help problem solve issues that arise during the planning process. Each committee will report progress on a monthly basis to the curriculum coordinator. <p>Tags:Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Purchase instructional materials needed to teach each math and humanities unit for K-8. <p>Tags:Curriculum, Budget & Grants, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Curriculum</p>
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Strategy 3

If we do...	develop a school-wide set of Restorative Practices Standards and Expectations for teacher-to-student interactions
Then we see...	classroom environments and teacher-student relationships that help mitigate the effects of trauma and help all students access learning in a safe and structured space
which leads to...	a decrease in office referrals and behavior incident reports
Budget Description	materials for classroom calming corners and a peace room for students professional learning opportunities for teachers
Tags	Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) Gather baseline data (in the form of a survey) of how well teachers understand trauma informed teaching and the strategies they already use to help students cope with difficult situations. <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Create and deliver a PD plan for how to help teachers understand the impact of trauma on learning as well as come up with strategies to mitigate trauma's impact on the classroom. <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Every teacher in the school will finalize their own calm corner (work that started in 2019) and develop a plan for how students will access the

	<p>calm corner in their classroom and calming strategies available to students in their room. Each teacher's plan will be submitted to the School Culture Coordinator.</p> <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) The SEL Team will develop a set of RP Standards and Expectations for Classrooms. These Standards might include RP conversations, brain breaks, Talking Circles/Peace Circles, upstander behaviors, and Tier 1 Universal SEL Instruction (Second Step). <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) The School Culture Coordinator will develop supports and professional learning experiences to help teachers implement the RP Standards and Expectations in their classroom. <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) The school will create a peace room that can be used to help address more significant emotional and behavioral concerns of students outside of the Gen Ed classroom space. The SEL Team (led by the School Culture Coordinator) will develop a protocol for how and when to access the peace room for a student. <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>
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Action Plan

Strategy 1

Develop a scope and sequence for the learning rounds, planning for rounds that will last 5-10 weeks and will utilize GLMs, Flex Meetings, and other staff meetings in order to deliver the professional learning and reflection.

Aug 31, 2020 to Oct 30, 2020 - ILT

Revisit the Differentiation Strengths Inventory (created in the fall of 2018) and have new staff members take the inventory. Gather baseline data on teacher practice as it relates to differentiation.

Aug 31, 2020 to Oct 01, 2020 - ILT, curriculum coordinator

Develop a goal setting structure for teachers to write and reflect on goals during each cycle. This will serve as a data collection tool to help gather teachers' attainment of the goals they set for themselves surrounding differentiated instruction.

Oct 01, 2020 to Oct 30, 2020 - ILT

Facilitate Learning Rounds for staff in order to learn strategies and develop practices to improve differentiation around the school. Learning Rounds will include Professional Readings, classroom visits, goal setting, and professional reflection.

Nov 02, 2020 to Jun 01, 2022 - ILT

Strategy 2

Evaluate K-8 scope and sequence for math and humanities. Perform needs assessment on units that have been created and units that have yet to be created. This needs assessment will also take into account the effectiveness, inclusiveness, and cultural relevance of each of the existing units.

Oct 16, 2020 to Nov 24, 2020 - curriculum coordinator, ILT, math committee, humanities committee, ELPT

Form a Math Committee and a Humanities Committee. Set goals and timeline of due dates for the committees.

Oct 01, 2020 to Oct 30, 2020 - principal, assistant principal, curriculum coordinator, ELPT

Develop a meeting schedule with each curricular committee so that teachers can give feedback on unit plans and help problem solve issues that arise during the planning process. Each committee will report progress on a monthly basis to the curriculum coordinator.

Dec 01, 2020 to Dec 01, 2021 - principal, assistant principal, curriculum coordinator, math committee, humanities committee, ELPT

Purchase instructional materials needed to teach each math and humanities unit for K-8.

Dec 01, 2020 to Jun 01, 2022 - principal, school clerk, curriculum coordinator, ELPT, math committee, humanities committee

Strategy 3

Gather baseline data (in the form of a survey) of how well teachers understand trauma informed teaching and the strategies they already use to help students cope with difficult situations.

Aug 24, 2020 to Sep 30, 2020 - BHT, SEL Team, principal, assistant principal, School Culture Coordinator

Create and deliver a PD plan for how to help teachers understand the impact of trauma on learning as well as come up with strategies to mitigate trauma's impact on the classroom.

Aug 24, 2020 to Jun 10, 2022 - BHT, SEL Team, principal, assistant principal, School Culture Coordinator

Every teacher in the school will finalize their own calm corner (work that started in 2019) and develop a plan for how students will access the calm corner in their classroom and calming strategies available to students in their room. Each teacher's plan will be submitted to the School Culture Coordinator.

Aug 24, 2020 to Oct 30, 2020 - entire staff (with leadership by the SEL Team and School Culture Coordinator)

The school will create a peace room that can be used to help address more significant emotional and behavioral concerns of students outside of the Gen Ed classroom space. The SEL Team (led by the School Culture Coordinator) will develop a protocol for how and when to access the peace room for a student.

Mar 22, 2021 to Jun 17, 2022 - principal, AP, SEL Team, School Culture Coordinator

The SEL Team will develop a set of RP Standards and Expectations for Classrooms. These Standards might include RP conversations, brain breaks, Talking Circles/Peace Circles, upstander behaviors, and Tier 1 Universal SEL Instruction (Second Step).

Oct 30, 2020 to Oct 01, 2021 - SEL Team, School Culture Coordinator

The School Culture Coordinator will develop supports and professional learning experiences to help teachers implement the RP Standards and Expectations in their classroom.

Oct 01, 2021 to Jun 30, 2022 - School Culture Coordinator

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.

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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.

In order to focus on the needs of the entire student population, administration and staff will identify and discuss what areas relative to state content and achievement standards worked and what did not work during grade level meetings, and flex days PD.

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

Continue to use the backwards design aligned with the Common Core State Standards (CCSS), WIDA ELD Standards, and NGSS Standards, continue to provide common teacher meeting and planning time, continue with high quality professional development with an emphasis on ESL strategies, Sheltered Instruction, and differentiated instruction, as well as best practices in math and science.

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.

Continue to use the backwards design aligned with the Common Core State Standards (CCSS), WIDA ELD Standards, and NGSS Standards, provide professional development that focuses on differentiated instruction and ESL strategies as well as integrating the curriculum through the development of Math and Humanities Units that are effective, inclusive and culturally relevant.

Provide students the opportunity to participate in various extended day programs.

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

An MTSS committee has been developed to address the needs of students at risk. Committee meets regularly to address interventions, analyze growth targets and set new learning goals/interventions.

By targeting students at this level, we will continue preparing our students to be college and career ready, with support from our MTSS team, teacher/student mentoring, differentiated instruction, after school programs, teacher-coaching and integrating the arts and technology into the curriculum.

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

To attract high quality teachers, candidates are welcome to come observe our school, are encouraged to check out our school's website, the School Report Card, current staff makes recommendations, admin team attends job fairs, and also networks with other schools, especially within our network (Pilsen/Little Village). The interview process consists of a team with teachers and administration. There is an emphasis on finding candidates with strong relationship building and SEL skills.

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.

To ensure the staff remain highly qualified, teachers are encouraged to continue their professional growth and development through workshops and/or course work.

Professional development will continue in many forms. Teacher leaders will in-service staff after attending network and other PD sessions. This includes Arts integration through the CPS Fine & Performing Arts Magnet Cluster Program, and OLCE sponsored PD opportunities. Partnerships with various organizations will allow us to continue providing in-services for parents such as the Bilingual Parent Summit and crisis intervention programs. This includes school based family events such as SEL workshops for parents led by Spry parents, our school community garden, PE Family Night and Mexican cultural events such as Mexican independence day, Dia de los Muertos, Dia del Ni?o, Cinco de Mayo, etc.

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

Our school encourages parents' input and involvement by inviting them to attend regularly scheduled monthly parent meetings (BAC, Title 1 PAC, LSC, etc.) and other school-wide functions (e.g. Spry Garden Harvest event, Assemblies, Parent Field Trips, etc.).

Parents are also encouraged to attend teacher-parent conferences and during Report Card Pick-Up days. Furthermore, parents are invited into the classrooms to assist in the learning process of the students.

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 following activities are implemented in our school to assist students in our state pre-k program as they transition to the elementary program: end of year discussions with students on going to Kindergarten, teach ?Getting Ready for Kindergarten? unit in May, class visits to Kindergarten rooms, Meet and Greet where students new to Kindergarten along with parents are introduced to their class at the end of the year, Parent packet sent home with specific skills to work on and activities that will help them to move forward over the summer, Kick-off to kindergarten Summer Program.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers will continue to meet within their grade levels to discuss and plan the use of various assessments, including performance assessments within the backwards design. Designated time will be allotted during Grade level team meetings to review and discuss student achievement based on the assessment data, Flex day PDs, and one-on-one conferences. Teachers will continue to meet within the three learning networks, (Primary, Intermediate, and Upper House) to plan data driven instructions.

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.

To effectively assist the students, teachers will continue to provide interventions and progress monitoring, through observations, and a variety of assessments (formal and informal). When necessary the MTSS team and the Support Staff team will be included.

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.

Based on needs assessment information, our monthly Title I and Bilingual parent advisory council meetings will continue to include school level workshops that focus on Social Emotional Learning (SEL), nutrition, early childhood literacy strategies, housing issues, immigration, and wellness. All students participate in the CPS sex ed. curriculum, School Book Fair, Community Arts Festival fundraiser, Open House in August, Sprouting Leaders 8th Grade Wellness Program, School-based health care services, Dental & Vision Exam Programs, provided through the CPS Office of Student Health & Wellness.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will be involved in the review and revision of the ESSA, Title I parental plan through regularly scheduled monthly parent meetings. All parents in the school will be informed and encouraged to attend these meetings through robo calls, posting meeting information on school doors and flyers sent home with students.

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

describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

During the first parent meeting of the year, the principal will inform parents of the guidelines and responsibilities of Title I parent participation at the school. Parents will be invited and encouraged to take part in the parent committee. Once members of the Parent Advisory Council (PAC) have been selected, they will report to the general parent assembly on issues regarding NCLB, Title I programs. In subsequent parent meetings, as well as at LSC meetings, parents will be kept up to date. All parents in the school will be informed and encouraged to attend these meetings through robo calls, posted on doors around the school building and flyers sent home with students. To further encourage high parent participation, monthly meetings will be held in the mornings so parents can stay after they drop off their children for class. The projected dates for the Title I Annual Meeting and the Title I PAC Organizational Meeting is September 24th, 2020.

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.

Our school invites parents' input and involvement. Furthermore, the administration has an open door policy. NCLB PAC and LSC meetings as well as other parent meetings and conferences are a means for parents to give their suggestions or address any questions, concerns or comments.

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 be informed of their child's performance on State assessments through conferences with the classroom teachers as well as through reports and letters sent home with students.

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

Parents will be notified of their child's teacher not being "highly qualified" through an official school letter sent home with students at the beginning of the school year.

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.

Parents will be informed of all these State and local academic policies during monthly parent meetings, when conferencing with the classroom teachers and through progress reports and the parent portal.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will receive training on a variety of areas to better prepare them to support the academic achievement of their children. Some of the resources that will be offered to parents are: Literacy and Technology through online programs like Reading Plus, Raz Kids, NewsELA, Kahn Mappers, SEL workshops led by Spry's own Parent Leaders with SEL certifications, workshops provided by various organizations based on parent interest.

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.

During flex day PDs, the school staff will participate in training sessions on the importance of parental involvement as well as on best practice strategies. This will be an ongoing effort to strengthen the climate and culture in our school and build strong relations with our parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Through our participation in the Communities in Schools Initiative (CSI) we partner with an organization that provides parents-as-teachers programs, crisis intervention programs as well as family focus programs.

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.

Since we serve a bilingual community and have implemented a dual language strand program, all important information disseminated to parents (i.e. during parent meetings, on parent bulletin, on outdoor school marquee, during LSC meetings and through flyers sent home with students) is in a bilingual, English/Spanish format.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

<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>

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

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.)

We at John Spry Community School believe that students of all abilities can learn. Our mission is to provide a high quality academic program that integrates technology, special education, fine and performing arts, as well as social-emotional learning. All students will be challenged to become lifetime learners who respect themselves, others, and their environment. As a community school, John Spry reflects the bilingual/bicultural neighborhood which it serves. The vision of John Spry Community School is to instill in our students the love of learning, respect for others, and appropriate social emotional skills to become healthy, productive members of society. Our students will reach their full potential through a safe and nurturing environment that encourages rigorous learning, individuality and dual language development.

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.

Our school invites and encourages parents to attend teacher-parent conferences and Report Card Pick-Up days, as well as our Open House. John Spry Community School will hold an Open House at the beginning of the school year. At the open house parents will have an opportunity to discuss their child's academic goals and objectives. During Report Card Pick-Up days teachers will discuss student progress. Furthermore, teachers and/or parents may request conferences throughout the school year as needed.

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 be informed of their child's progress through Student Progress Reports and Report Cards. Student Progress Reports will be distributed during the 6th week of each marking period. Report cards will be picked up by parents on Report Card Pick-Up days for the 1st and 3rd marking periods and will be sent home for the 2nd and 4th marking periods. All these dates will be announced by a posting on our school website as well as on our monthly parent bulletin, on our outdoor school sign, at LSC meetings and through flyers sent home with students. In addition, students' progress will also be reported to parents during conferences with the classroom teachers as well as through letters sent home with students.

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

Our school believes that open communication between parents and staff is crucial to student achievement. This is why our staff members and administrators are available for parent meetings before and after school. If a parent comes to or calls the school during instructional hours requesting a meeting, the parents information will be taken down and given to the staff member, who will call the parent to schedule a meeting for a day that the parent can attend before or after school.

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.

Our school invites and encourages parents to volunteer at school, assist with classroom projects, as well as visit /observe classrooms at all grade levels throughout the school year. Parents also have an opportunity to visit /observe classrooms during our Open House. Our school office staff will assist parents with the completion of the documentation that is required for them to be approved as volunteers by the district. Parents are also invited to participate in special school events including Family Science Night, School Garden Harvest event, Art Night as well as our student assemblies. Parents are also encouraged to volunteer on the NCLB PAC, BAC and LSC. In addition, parents are asked to chaperone student field trips.

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

Parents will support their children's learning by: 1.) making sure that their child attends school daily, on time and in uniform, 2.) providing a quiet workplace for their children to study at home, 3.) encouraging their children to read or read to their children at home for at least 20 minutes everyday, 4.) being involved in the education process by attend conferences, meetings, special school events and visiting their child's classroom, 5.) monitoring their child's progress, 6.) reviewing their child's school work and homework, 7.) communicating regularly with the school, 8.) providing supplies and materials for their children as needed, 9.) sending a note to school if and when their child is absent and 10.) planning vacations around school days

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

Spry school invites parents' input and involvement. Our school's Monthly Parent Advisory Council (PAC) meetings, Monthly Bilingual Parent Meetings, Monthly Local School Council Meetings, Parent-Teacher Conferences and Special Education Program Placements are a means for parents to give their suggestions and /or address any questions, concerns or comments. Furthermore, the administration has an open door policy, thus providing another opportunity for parents to participate in the decision making process.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share the responsibility for improved student academic achievement by: 1.) attending school everyday, on time and in uniform, 2.) being prepared with all supplies and materials needed, 3.) working hard and doing their best in class everyday, 4.) reading at home for at least 20 minutes everyday, 5.) completing all homework assignments on time, 6.) believing in themselves, 7.) having a positive attitude, 8.) being respectful to everyone and everything around them, 9.) resolving conflicts in a positive, non-violent way and 10.) monitoring their own progress

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.

1. Parents will be provided with effective tools and strategies on how to understand and address their children's social and academic needs.
2. Parents will receive training on social emotional learning to strengthen their capacity on how to effectively talk and support their children at home.
3. Reach out to community organizations to share their professional services to enhance student and learning and parent involvement with their children's education.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$246.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$800.00

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)	\$1600.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$400.00
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.	\$200.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00