

John Greenleaf Whittier Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Antonio Acevedo	Principal	ajacevedo@cps.edu	Has access
Christina Gonzalez	Assistant Principal	cagonzalez3@cps.edu	Has access
Nora Arroyo	Dual Language Coordinator, ELPT, LSC member	narroyo1@cps.edu	Has access
Mallory Alvarez	Counselor	malvarez115@cps.edu	No Access
Daisy Navarrete	CSI Resource Coordinator, Parent	dnavarrete17@cps.edu	No Access
Martin Vavrincik	Case Manager, Special Education Teacher	mvavrincik@cps.edu	No Access
Martha Carbajal	Kindergarten Teacher, ILT member, MTSS team member	mpedroza@cps.edu	No Access
Kimberly Alamar	7th/8th ELA & Social Studies Teacher, ILT member	kdalamar@cps.edu	No Access
Julie Weidner-Carter	PE & Health Teacher, ILT member, Wellness Team	jaweidner@cps.edu	No Access
Rafael Diaz Cardoso	Security Guard, Parent, LSC member	rdiazcardos@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/07/2020	Parents: Fabiola Torres, Anahi Hernandez, Nereida Victoria (LSC president), Fabiola Contreras, Hilda Contreras, Luz Gonzalez (LSC member), Andres Martinez, Laura Vergara, Lilia Guevara; Community members: Teresa Contreras,	Title 1 PAC meeting: CIWP Development; Areas of Success and Growth

Date	Participants	Topic
	Josefina Tercero (LSC member), Gisela Reyes; Staff: Antonio Acevedo, Nora Arroyo	
01/10/2020	Antonio Acevedo, Christina Gonzalez, Nora Arroyo, Daisy Navarrete	Admin meeting: SEF category 1
01/21/2020	Parents: Lusina Garcia, Guadalupe Patino (Title 1 PAC chairperson), Ana Leon, Maria Herrera, Maricela Robles, Laura Vergara, Concepcion Gutierrez; Staff: Antonio Acevedo, Nora Arroyo	Coffee with the Principal meeting: SEF-Family & Community Engagement
01/24/2020	Antonio Acevedo, Christina Gonzalez, Nora Arroyo, Daisy Navarrete	Admin meeting: SEF category 3
01/29/2020	MTSS Committee: Martin Vavrincik (Case Manager), Salud Gomez, Estela Mira Barreda, Martha Carbajal	MTSS meeting: SEF-Category 2, MTSS subcategory
01/30/2020	LSC: Parents: Nereida Victoria, Maria Herrera, Luz Gonzalez; Community: Vicente Sanchez, Josefina Tercero; Staff: Antonio Acevedo, Fanny Medina, Rafael Diaz Cardoso	LSC meeting: overview of progress and SEF category and subcategory ratings
01/29/2020	Student Council members, Monica Gonzalez (teacher coordinator)	Student Council Meeting: SEF-Category 3 Student Voice, Engagement & Civic Life subcategory
01/31/2020	Antonio Acevedo, Christina Gonzalez, Nora Arroyo, Mallory Alvarez	CIWP meeting: SEF Category 2
02/03/2020	Antonio Acevedo, Julie Weidner-Carter, Nora Arroyo, Kim Alamar, Christina Gonzalez, Abigail George (N7 ISL)	ILT Meeting: SEF updates and next steps for creating strategies
03/09/2020	Antonio Acevedo, Christina Gonzalez, Martha Carbajal, Kim Alamar, Julie Weidner-Carter, Nora Arroyo, Abigail George	ILT Meeting: Conducting root cause analysis for Literacy or Math growth among Latinx students

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Area of growth; inform all stakeholders of the work of the ILT and also keep staff informed of LSC actions/minutes.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Scored at leadership team meeting.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 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)

- 4 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:** UbD units; evolving scope and sequence; variety texts; integration of tech; materials in English & Spanish; language goals included; Second Step school and Calm Classroom school-wide;
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 4 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
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 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:** Implement a Dual Language program which is best practice for ELs. We review student work using protocols at teacher team meetings. Use of QTEL tasks to promote student discourse and access to complex text.
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** LAS links for Spanish language proficiency. Challenge of having only one classroom per grade. We review student work at TTM.
- 2 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)

- 2 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)
- 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)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Recommendations: ensure greater representation of all grade levels/content areas in the MTSS committee; increase family awareness and provide support of MTSS; ensure use of formal parental notification of students receiving Tier 2 & 3 interventions.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:** Recommendation: include post-secondary opportunities for primary grades.

Quality and Character of School Life

- 3 - 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5 Essential report and climate survey
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 4 Engage with their community

- 4 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Student council scored this area.
- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** Need more staff to be trained on trauma-sensitive approach to dealing with student misconduct.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** We referred to the school climate self-assessment survey when we completed this section.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** All staff from administration to security officer to clerk and teachers are accessible, welcoming, and respectful. School schedules open house, Dual Language night, math/STEM nights regularly and announce the events on the calendar, with flyers and text messages. Teachers communicate with families about students' progress regularly. However, more parents need to use the parent portal and school needs to set up a training for parents. All communications are sent in both English and Spanish. Meetings are also conducted in the language most represented by the participants and interpretation is provided to the other

language speakers. The school has several partnerships including Pilsen Neighbors, Frida Kahlo Community Organization, Pilsen Wellness.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy growth among Latinx students
Root Cause 1	Lack of consistent instruction to students based on their areas of need and growth.
Area of Critical Need 1	Math growth among Latinx students
Root Cause 2	Lack of consistent instruction to students based on their areas of need and growth.
Area of Critical Need 3	Attendance for Latino male students
Root Cause 3	Latino male students do not feel as connected to the school as the female Latina students.

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
SQRP: National School Growth Percentile - Reading (Grades 3-8) As a Dual Language school where students receive at least 50% of their instruction in Spanish and over 60% of the students are identified as ELs, it is important to focus on growth as they are acquiring academic English over time. National data of ELs in Dual Language programs show that students tend to achieve grade level on standardized exams in English in the middle school grades.	Latinx		75.00	78.00
	Overall		77.00	80.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Students at Whittier take math primarily in Spanish. Over the years national school growth has increased steadily from the 7th %tile in 2013 to the 78th %tile in 2018. In 2019 we had a dip and want to regain our progress in this area.	Latinx		60.00	65.00
	Overall		60.00	65.00
	Overall		95.00	96.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate Over the years the attendance rate has been 95%. Our current data is below 95% and need to target this area.	Latino (Male)		95.00	96.00
(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 In 2018 and 2019 we were designated as well organized.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we design and/or adapt integrated (SLA/ ELA with Science and Social Studies) Understanding by Design (UbD) units that clearly define the language(s) of instruction (Spanish and English), the standards, instructional strategies to develop metalinguistic awareness and content at all grade levels while paying particular attention to the design of assessments in stage 2 of UbD,
Then we see...	then we will have a coherent and consistent school-wide scope and sequence
which leads to...	which leads to the development of bilingual and biliterate students with high levels of academic achievement in both Spanish and English.

Budget Description	Professional Development on creating/adapting Dual Language units across content areas that include the three linguistics spaces using a UbD framework; instructional materials in Spanish and English; Tag not available: Dual Language Education
Tags	Curriculum, Equity: Resource Equity, OLCE
Action steps	<ul style="list-style-type: none"> (Not started) Develop and implement a professional cycle of learning using the resources from the Dr Jose Medina PD sessions and incorporate those aspects into unit planning with a focus on Bridge I, Bridge II, and extending the Bridge. Tags:Curriculum (Not started) Continue to develop and monitor school-wide scope and sequence. Tags:Curriculum (Not started) Identify and purchase materials to support units. Tags:Curriculum (Not started) Analyze unit assessments for alignment to standards and Dual Language practices. Tags:Curriculum, OLCE

Strategy 2

If we do...	If we improve systems and structures in place to provide students with differentiated support, dedicate time and resources to differentiation, intervention, acceleration, and progress monitoring,
Then we see...	then we will ensure that all students' needs, including Diverse Learners, Language Learners (English or Spanish) are being addressed,
which leads to...	which leads to greater student growth in academic achievement and the identification of students in need of additional supports.
Budget Description	Investment in time, such as regular MTSS committee meetings, a monthly focus on MTSS at Teacher Team meetings, and during ILT meetings.
Tags	MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Maintain a diverse MTSS core team that meets regularly to drive the school's MTSS framework and implementation. Tags:MTSS, MTSS: Shared Leadership

	<ul style="list-style-type: none"> (Not started) Review and provide professional development on a menu of interventions to target Tier II and Tier III interventions for reading, mathematics and SEL. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions (Not started) Establish regular communication with families to build their understanding of MTSS and the purpose of interventions. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, OSEL: SEL Instruction (Not started) School teams work together to develop a formal process to notify and include families in decisions regarding Tier 2 and Tier 3 interventions. Tags:MTSS: Family and Community Engagement, MTSS: Shared Leadership, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions (Not started) Create systems to support progress monitoring of students' responses to intervention and implement adjustments. Tags:MTSS: Progress Monitoring
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Strategy 3

If we do...	If we provide early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming related to civic learning across the curriculum,
Then we see...	then we will develop students who have a sense that their perspectives are included in decisions,
which leads to...	which leads to students that are invested in their school and contribute to their community as measured by an increase in student-teacher trust.
Budget Description	Articulation between during-school-hours instruction and extended day programming.
Tags	Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSSE: Community Schools
Action steps	<ul style="list-style-type: none"> (Not started) Continue to exercise the student voice by ensuring that students participate on multiple decision/policy making bodies (student council, CSI committee) where they can initiate and lead school improvements. Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Voice, SSCE: Student Leadership

	<ul style="list-style-type: none"> • (Not started) Revitalize and maintain the Exemplary Monarch/ Monarca exemplar program to support school-wide expectations of appropriate behaviors in all areas of the school. Tags:Physical and Emotional Safety, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Leadership • (Not started) Develop a mentoring program to provide personalized support and connect students to an adult to explore their identities and beliefs. Tags:Relational Trust, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy • (Not started) Research and analyze 5 Essentials reports so that staff and students can take informed actions to build trusting working relationships. Tags:Relational Trust, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice • (Not started) Identify areas of focus to engage collaboratively with an organization to advance a specific cause with the community and incorporate this into a civic learning unit. Tags:Student Voice, Engagement, and Civic Life, SSCE: Community Engagement, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice
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Strategy 4

If we do...	If we use existing structures including PD time, grade level meetings and Cycles of Learning to provide continuing support for Cross Language and QTEL strategies to veteran teachers while providing initial PD and support for new teachers,
Then we see...	then we will see deliberate instruction and scaffolding structures to support all students, including Diverse Learners and Language Learners (English and Spanish), with rigorous tasks in order to comprehend complex text
which leads to...	which leads to the development of bilingual and biliterate students with high levels of academic achievement in both Spanish and English.
Budget Description	PD on Dual Language strategies; Tag not available: Dual Language
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE

Action steps	<ul style="list-style-type: none"> • (Not started) Continue dedicating monthly teacher team meetings to Dual Language that are differentiated to ensure Dual Language practices are implemented in the classroom. Tags:Instruction • (Not started) Continue providing QTEL Building the Base PD for teachers who have not had that PD. Provide QTEL coaching cycles for teachers who have had the Building the Base PD. (2019-20) Tags:Instruction • (Not started) Provide in house differentiated professional development to support teachers in understanding and implementing QTEL tasks. Tags:Instruction • (Not started) Implement components of lesson study into cycles of learning for Dual Language practices with a focus on QTEL tasks. Tags:Instruction • (Not started) Develop and implement a cycle of learning on Bridge I and Bridge II Dual Language practices. Tags:OLCE
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Action Plan

Strategy 1

Develop and implement a professional cycle of learning using the resources from the Dr Jose Medina PD sessions and incorporate those aspects into unit planning with a focus on Bridge I, Bridge II, and extending the Bridge.

Aug 24, 2020 to Nov 20, 2020 - ILT, DLLT

Continue to develop and monitor school-wide scope and sequence.

Aug 03, 2020 to Jun 30, 2022 - AP, DLC

Identify and purchase materials to support units.

Aug 03, 2020 to Jun 30, 2022 - Admin Team

Analyze unit assessments for alignment to standards and Dual Language practices.

Feb 08, 2021 to Jun 30, 2021 - Admin Team, ILT, DLLT

Strategy 2

Maintain a diverse MTSS core team that meets regularly to drive the school's MTSS framework and implementation.

Sep 01, 2020 to Jun 30, 2022 - P, AP, Counselor

Review and provide professional development on a menu of interventions to target Tier II and Tier III interventions for reading, mathematics and SEL.

Sep 01, 2020 to Jun 30, 2022 - MTSS Committee, BHT

Establish regular communication with families to build their understanding of MTSS and the purpose of interventions.

Sep 01, 2020 to Jun 30, 2022 - MTSS Committee, BHT

School teams work together to develop a formal process to notify and include families in decisions regarding Tier 2 and Tier 3 interventions.

Sep 01, 2020 to Jan 29, 2021 - MTSS Committee, BHT

Create systems to support progress monitoring of students' responses to intervention and implement adjustments.

Sep 01, 2020 to Jun 30, 2022 - MTSS Committee, BHT

Strategy 3

Continue to exercise the student voice by ensuring that students participate on multiple decision/policy making bodies (student council, CSI committee) where they can initiate and lead school improvements.

Sep 01, 2020 to Nov 30, 2021 - P, AP

Revitalize and maintain the Exemplary Monarch/ Monarca exemplar program to support school-wide expectations of appropriate behaviors in all areas of the school.

Sep 01, 2020 to Nov 30, 2020 - Culture & Climate Committee

Develop a mentoring program to provide personalized support and connect students to an adult to explore their identities and beliefs.

Sep 01, 2020 to Jun 30, 2021 - P, AP, Counselor, Culture & Climate Committee

Research and analyze 5 Essentials reports so that staff and students can take informed actions to build trusting working relationships.

Sep 01, 2020 to Jun 30, 2021 - P, AP, Counselor, Culture & Climate Committee

Identify areas of focus to engage collaboratively with an organization to advance a specific cause with the community and incorporate this into a civic learning unit.

Jan 29, 2021 to Jan 31, 2022 - P,AP, DLLT

Strategy 4

Continue dedicating monthly teacher team meetings to Dual Language that are differentiated to ensure Dual Language practices are implemented in the classroom.

Aug 24, 2020 to Jun 30, 2022 - ILT, DLLT

Continue providing QTEL Building the Base PD for teachers who have not had that PD. Provide QTEL coaching cycles for teachers who have had the Building the Base PD. (2019-20)

Aug 24, 2020 to Jun 30, 2022 - Admin team, ILT

Provide in house differentiated professional development to support teachers in understanding and implementing QTEL tasks.

Aug 31, 2020 to Jun 30, 2022 - DLC

Implement components of lesson study into cycles of learning for Dual Language practices with a focus on QTEL tasks.

Aug 23, 2021 to Nov 12, 2021 - ILT, DLLT

Develop and implement a cycle of learning on Bridge I and Bridge II Dual Language practices.

Nov 06, 2020 to Mar 19, 2021 - ILT, DLLT

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.

Annually the leadership team and the school's Instructional Leadership Team (ILT) review achievement data in reading and math by grade level and for all student groups to set goals and make instructional decision regarding, curriculum, instruction, and professional learning. In addition, at the Teacher Team and ILT level, the staff reviews five-week on track data regularly to identify students in need of additional supports and then assign them support as appropriate.

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

All students participate in the Dual Language Education program to develop both academic/content knowledge and language proficiency in both English and Spanish school-wide. Teachers create curricula aligned to the CCSS, WIDA ELD, and WIDA SLA standards for language arts in combination with social studies and/or science. In math teacher use district supported curricula and adapt it to meet students' language development needs.

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.

All students participate in the Dual Language Education program to develop both academic/content knowledge and language proficiency in both English and Spanish school-wide. Teachers create curricula aligned to the CCSS, WIDA ELD, and WIDA SLA standards for language arts in combination with social studies and/or science. In math teacher use district supported curricula and adapt it to meet students' language development needs. In addition, teachers implement both guided reading and guided math to target students in need of additional supports.

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).

Whittier will provide a high quality Dual Language Education instructional program, aligned with Common Core State Standards, using curricula designed for 21st century career and, college ready outcomes. We will challenge each student to achieve academic excellence with biliterate -English and Spanish- competence in all content area. Instruction will be delivered in differentiated and/or small group format with additional intervention instruction as needed. Whittier's participation in the Community Schools Initiative will provide enhanced and enriching learning opportunities for our students and their families. In addition, our counseling department has partnered with Success Bound to provide students with a quality college and career awareness curriculum.

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

The school works with the CPS Talent office to attract high-quality, highly-qualified teachers by using its human resources platform and by participating in job fairs. In addition, the principal reaches out to institutions that prepare teacher candidates to work in a Dual Language Education classroom setting.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

The ILT and the Dual Language Leadership Team (DLLT) collaborate to create cycles of professional learning to provide staff with deeper learning on a powerful practice focused on content area instruction, Dual Language best practices, or curriculum development to meet our goals for school improvement. Included in the cycles of professional learning are activities for parents to engage in related to the powerful practice.

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

Whittier will hold a school-wide Open House during September, 2020. Teachers will make classroom presentations to parents regarding the instructional goals and expectations for our students. They will also distribute this information in a printed format. Teachers will also provide information regarding dates, results, and expectations for students' achievement on standardized assessments. Throughout the school year, teachers will be in communication with parents regarding the student's academic progress. In addition, the DLLT will plan Dual Language Literacy and Math nights. The CSI advisory committee will plan a family STEM night. In addition, monthly BAC and PAC meeting will include workshops to help parents support their children's education. Finally, monthly Caf? con el Director meetings will also provide parents opportunities to become engaged and support their 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 PreK teacher is included in the Teacher Team structure with K and 1st grade. The PK program also implements a Dual Language program. The teacher has regular meetings with parents and includes expectations for the transition to K. Parents of the PK are invited to and participate in BAC and PAC activities and workshops. Note, the PK program is now a Preschool for all 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 are informed of available academic assessments and vote on which assessments they would like to use in order to improve the achievement of individual students and the overall instructional program using the Teacher Team meeting structure.

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.

At the Teacher Team and ILT level, the staff reviews five-week on track data regularly to identify students in need of additional supports and then assign them support as appropriate. Students identified for support receive Tier II or Tier III academic and/or SEL interventions for a period of time. After the set period of time the MTSS team reviews data and determines next steps.

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.

The school's leadership team includes representatives of programs at the various federal, state, or local levels and meet weekly to ensure coordination and support of all programs.

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.

Whittier will invite parents to an annual meeting on September 15, 2020. At this initial meeting parents will be provided information regarding NCLB policies and mandates. At this time, parents will be given the opportunity to nominate officers and elections will be held. The official committee will then convene to discuss upcoming agendas and set up dates for future meetings. This committee will be represented in the CIWP process.

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

Whittier will distribute notices inviting parents to attend an annual meeting. Parents are notified of meetings through a monthly calendar, a reminder notice of the meeting, and through text messaging. Flyers will be posted throughout the school to remind parents of upcoming meetings. The NCLB committee

will plan workshops and seminars for parents. The annual Principal's Title 1 meeting will take place on September 15, 2020 at 8:30 a.m. The annual organizational meeting will take place October 6, 2020 at 8:30 a.m.

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.

Whittier will invite parents to all meetings scheduled throughout the school year. Parents will be given opportunities to share their issues related to the education of their child(ren). Surveys will be distributed to ascertain the issues which are of the most concern to parents. Presentations and events will be scheduled based on parents' concerns. In addition, the principal will schedule informal "coffee with the principal" meetings on a monthly basis.

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.

Whittier will provide information to parents regarding the students' performance on IAR during the first quarter of the school year. In addition to the twice a year Report Card pick-up, teachers will schedule meeting with parents when ever either party determines a need. All required communication with parents will be produced in both English and Spanish.

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.

The school will follow all guidelines provided by CPS to notify parents when this occurs.

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.

Whittier will hold a school-wide Open House during September, 2020. Teachers will make classroom presentations to parents regarding the instructional goals and expectations for our students. They will also distribute this information in a printed format. Teachers will also provide information regarding dates, results, and expectations for students' achievement on standardized assessments. Throughout the school year, teachers will be in communication with parents regarding the student's academic progress. Teachers will provide parents with ideas about ways to support their student's learning and being successful in an academic environment. In addition, parents will be informed of the assessment schedule and calendar and how to monitor their students' grade using the CPS parent portal on ASPEN.

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.

Whittier will provide parents with information regarding literacy and technology training opportunities during BAC, PAC, and Coffee with the Principal meetings. These opportunities will be provided by Whittier faculty, such as the Technology Coordinator. and community partners through our CSI program. In

addition, the school has a parent resource room where parents can have access to materials to help them support their students' learning.

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.

Faculty and staff will be provided professional development regarding how to work with students' parents and families in order to maximize this valuable relationship. Teachers will be informed of the parent committees which are in place and how to work successfully with these committees. A positive communication with parents will be valued and fostered. The DLLT will host Saturday Coffee with the Teachers meetings to develop relationships with the parents and enlist them as partners to advocate for our school's Dual Language Education program.

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

The PreK teacher is included in the Teacher Team structure with K and 1st grade. The PK program also implements a Dual Language program. The teacher has regular meetings with parents and includes expectations for the transition to K. Parents of the PK are invited to and participate in BAC and PAC activities and workshops. Note, the PK program is now a Preschool for all program.

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

All notifications regarding future events are produced in both English and Spanish. Information is relayed to parents via monthly calendars, flyers, the school website, and text messages.

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>

<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)

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.)

Whittier's Dual Language Program will provide a rigorous academic program that challenges each student to achieve academic excellence with biliterate competence in English and Spanish. In partnering with CPS central office and community organizations Whittier provides enrichment opportunities during the school day and in the extended hour, to create a climate that fosters positive self-esteem, cross-cultural attitudes, individual dignity, cooperation and excellence.

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.

Whittier will host parent-teacher conferences twice annually (November and April) at report card pick up. In addition, Whittier faculty will hold meetings and/or conferences with parents at September Open House, and regularly scheduled (3-5 weeks) for students receiving Tier 2 & 3 intervention supports. In addition, both teachers and parents will schedule individual conferences when either is concerned and/or needs clarification.

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

Whittier will host parent-teacher conferences twice annually (November and April) at report card pick up. Regular conferences (3-5 weeks) will be scheduled for students receiving Tier 2 and Tier 3 intervention supports. In addition, both teachers and parents will schedule individual conferences when either is concerned and/or needs clarification. Additionally, progress reports will go home during the mid-point of each quarter per CPS guidelines and teachers will allow parents an opportunity to meet with teachers regarding their children's progress. At all times, parents are encouraged to make appointments with teachers and teachers will work with parents' scheduled to find a mutually agreeable time. Finally, the Technology Coordinator will support parents with signing up for the parent portal in Aspen so parents can monitor their students' progress at any time.

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

Parents are encouraged to make appointments with teachers. Teachers will work with parents' scheduled to find a mutually agreeable time either before school, after school, or during the teachers' preparation period.

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

Parents are encouraged and invited to participate in the student's classes and activities. Parents are welcome to volunteer to assist on field trips, special projects in class, school-wide events, and working in Whittier's gardens and the community garden across the street from the school, engage with CSI programming for adults, etc.

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

Parents will be invited to an Open House to learn about the expectations at that particular grade. At that time, parents will discuss ways to maintain open communication between parents and teachers, support their child's learning outside the classroom and sign a contract outlining the responsibilities of each party. Teachers will use various electronic platforms to send messages to parents as necessary.

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

Parents and teachers will work in partnership to ensure that our students are making academic progress and achieving at their highest possible level. Teachers will schedule meetings with parents to discuss progress of the their students. Communication and consultation is expected on an on-going basis through phone call, notes in the student's agenda, and face to face meetings. If parents and teachers cannot resolve issues satisfactorily, parents are asked to schedule a meeting with an administrator.

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 are expected to share responsibility for their academic achievement. Students are expected to complete class assignments in a timely manner, maintain a high attendance rate and a low tardy rate, come prepared to learn, behave in a manner conducive to learning, cooperate with classmates, faculty, and staff. Students will sign a contract at the beginning of the school year which outlines responsibilities. In addition, teachers will lead goal setting activities with students around BAS and NWEA beginning of year and middle of year assessment results

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.

To increase parental involvement to improve student outcomes in the areas of reading, math, and social emotional learning. At the October meeting, the principal will survey the parents on the types of workshops they would like in the areas above. Each month during the PAC meeting and at some Coffee with the Principal meetings, parents will participate in workshops related to the themes above.

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.	\$127.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$308.00
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)	\$800.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent 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.	\$0.00