

Thomas Hoyne Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	HOYNE'S STAFF	COMPLETION OF SEF
03/20/2020	STEWART, KIMBROUGH, JANCARIC, MACK, JENNER, GANSO, HINTON	CIWP GOALS & TOA
03/25/2020	STEWART, KIMBROUGH, JANCARIC, MACK, JENNER, GANSO, HINTON	CIWP GOALS & TOA
04/30/2020	STEWART, KIMBROUGH, JANCARIC, MACK, JENNER, GANSO, HINTON	CIWP TOA & ACTION STEPS
05/12/2020	STEWART, KIMBROUGH, JANCARIC, MACK, JENNER, GANSO, HINTON	CIWP: ADDING 4TH STRATEGY, TOA & ACTION STEPS

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The school's mission and vision are created in collaboration with all staff members and shared with all stakeholders via Teacher and Parent Handbooks, and during Open House. Surveys are given to staff, students and parents prior to the 5 Essentials Survey to gauge expected outcomes and develop a course of action before the final 5E's is given.
- 4 - Structure for Continuous Improvement
 - 4 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
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** The master schedule meets CPS Instructional Time Guidelines to maximize instructional time and reflects mandated minutes for all diverse learners. Our teacher retention rate is high - average tenure at school is 15 years School partners provide mentoring services to select student group and other programs

that support the diverse needs of the school (SCNN, GPS, TRU Life Foundation)
Budget is provided and reviewed monthly at LSC meetings

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:** The schoolwide PDP is aligned with the school's goals for monitoring, reviewing and improving student tasks during weekly teacher team meetings, and increasing teacher leadership capacity via summits and PLC's REACH observations calendar/schedule Overall REACH areas of strength and development are shared during opening PD via REACH Orientation (PPPS) Teachers create small group lesson plans while utilizing the learning continuum and other assessment results to plan differentiated instruction Students access skills and lessons via introductory videos, online learning pathways (Edgenuity, Learning Farm, and Bluestreak)
- 4 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 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
 - 4 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
 - 4 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:** Some teacher engage students in conversations about goal setting Student tasks are reviewed and analyzed weekly during teacher team meetings - teachers communicate next steps for instruction and/or improving the task. Learning walks, focus groups, and peer observations are not evident but are in the planning stages.
- 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
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 1 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
- 4 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
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** The school's grading policy is communicated and shared with all stakeholders via handbooks during staff meetings and open house. Each grade band determined its grade entry policy. Few teachers create authentic assessments. Chapter and unit assessments are embedded in the curriculum. A school wide assessment plan was created. A school wide assessment calendar will be created.
- 2 - MTSS
 - 3 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)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 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)
- 1 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)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 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:** Currently there is no formal system for tracking and/or logging interventions for students, nor it is a system for monitoring student progress.
- 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)
 - 4 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:** 8th grade students will participate in a college tour where they'll visit several colleges and receive information about high school and college readiness and preparation. Naviance lessons are monitored and given by the counselor and classroom teachers.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Results from the 2019 5Essential Survey show that Student-Teacher Trust and Teacher-Principal Trust are weak, decreasing from the previous year. Teacher-Teacher Trust is Strong, increasing from the previous year.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 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:** 76.3% of students completed the 2019 My Voice My School Student Survey. Students rated the area of Ambitious Instruction strong, but rated Supported Environment weak. The Student Voice Committee met weekly beginning in Feb of 2019 and presented their project at the SVC Showcase. The 2020 SVC had its initial meeting on Jan. 27, 2020 at 3:15pm. The counselor will receive SVC Facilitator training on Feb. 4, 2020 and will then facilitate all subsequent meetings.
- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 1 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:** Students rated Safety weak as indicated on the 2019 My Voice My School Student Survey. 89% of teachers were rated proficient or distinguished in domain 2c.
- 2 - Supportive and Equitable Approaches to Discipline

- 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** 76.6% of students participated in the My Voice My School student survey. During the 2018-2019 school year there were 31 reported misconducts as indicated by dashboard, a decrease of 59% from 2017-2018.
- 3 - 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
 - 4 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)
 - 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
 - 2 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:** Approx. 75% of parents participate in report card pick-up. We have a functioning LSC that meets monthly. Approx. 25% of parents are signed up for parent portal. We have a Grandparent support group called GPS. GPS meets monthly.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Physical and Emotional Safety	3
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	2
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math growth among Tier II & III students
Root Cause 1	Teachers are not utilizing the learning continuum and DIBELS Now What resources with fidelity, therefore students student deficits are not being addressed
Area of Critical Need 1	Math attainment among all students in grades 2-8
Root Cause 2	The resources included in the Math curriculum (Envisions) are not being utilized
Area of Critical Need 3	Implementing MTSS interventions among Tier II & III students
Root Cause 3	Lack of progress monitoring and analysis of MTSS throughout the intervention cycle to determine and implement needed adjustments

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 - Math (Grades 3-8) NWEA MOY20 data indicates that 43% of students are within the 1st - 39th percentile	Overall		62.00	72.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) NWEA MOY20 Response Report indicates that 19% of students may, likely or very likely will need support before EOY.	Overall		72.00	82.00
Vision: Attendance Rate Dashboard On-Track data indicates that approx. 33% of students (53/160) who are off-track due to attendance	Overall		95.30	96.00
SQRP: National School Growth Percentile - Math (Grades 3-8) According to the NWEA MOY20 Responses Report, 66% of DL?s Need Support	Overall		62.00	72.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) According to MOY20 data, 43% of students tested in the bottom two quintiles earning percentiles in the range of 1-39	Overall		62.00	72.00

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 are currently Partially Organized and earned 2 SQRP points				3.50	4.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If the Principal, in collaboration with the ILT, develops and implements a Problem Solving Protocol (PSP) that is aligned to the MTSS Framework and a tiered Menu of Interventions aligned to student needs that supports at-risk students,
Then we see...	Then we will see teachers and the support staff implementing tiered research-based interventions with fidelity for each student,
which leads to...	an overall increase of 30% of students moving from tier 3 to tier 2, and from tier 2 to tier 1 by EOY SY22 as measured by Aspen and on-track data.
Budget Description	Create a non-quota position utilizing 115 funds and staff a MTSS Interventionist that will facilitate the implementation and progress monitoring of Tier II and Tier III interventions
Tags	MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Develop and utilize a root cause analysis protocol that's aligned to the MTSS Framework for the following student subgroups (attendance < 90%, index score < 30, 3-8 graders within 1st-24th percentile) <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> (Not started) Identify the tiers for each student in ASPEN and assign the appropriate intervention and staff for implementation <p>Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</p>

	<ul style="list-style-type: none"> • (Not started) Participate in professional training, workshops and/or conferences led by school-based and district-wide staff focused on implementing interventions specific to each grade level and/or grade band <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Complete the SAM three times a year (BOY, MOY, EOY) to identify MTSS areas of growth <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Create a list of tiered interventions (tier III & tier II) <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Implement the prescribed interventions for students in tier II & III <p>Tags:MTSS: Fidelity of Implementation</p>
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Strategy 2

If we do...	If the Culture Climate Team creates schoolwide character expectations and standards that fosters individual and overall school pride, and identify adult champions for students' social-emotional support and staff development.
Then we see...	The staff modeling the expected characteristics that will foster a school culture and climate that support the social emotional learning needs of students while building teacher/staff capacity and trust
which leads to...	improved performance scores for the following essentials as indicated on the 5Essentials Survey (Teacher-Teacher Trust from "weak" to "strong" and Student-Teacher Trust from "weak" to "strong") with an increase of the overall rating from Partially Organized to Well-Organized by EOY SY22
Budget Description	Allocate 115 funds to provide opportunities for teachers, the counselor, and/or admin to attend out-of-district professional conferences, workshops, and training.
Tags	Relational Trust, MTSS: Fidelity of Implementation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Develop a survey for students and staff to complete at the BOY / MOY / EOY reflecting their level of trust amongst one another. <p>Tags:Relational Trust, OSEL: Supportive School Environment</p>

	<ul style="list-style-type: none"> • (Not started) Identify a Adult Champion (staff member) for each student so they can reach out to through weekly check-ins to develop their level of comfort / trust. <p>Tags:Relational Trust, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Implement quarterly staff - student activities to reinforce the trust level of students - staff / staff to staff. <p>Tags:Relational Trust, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) Provide monthly "Cool Off" Pd's. Staff will sign up to lead an activity that they enjoy. These activities can be yoga, cooking, exercise, art, decorating, and much more. <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) Hold monthly staff meetings - meetings will consist of one teacher from each department and one TA, collaborating and consulting on possible solutions for academic concerns, classroom management, professional trust, school climate, and building interpersonal relationships. <p>Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Continue the faculty and staff "SHOUT-OUT" board. This board will allow staff to send kudos to each other and recognize an individual's hard work. <p>Tags:Relational Trust, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Maintain a functional, inclusive, and active social committee. The social committee can continue providing activities that build connection and camaraderie within the school. <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 3

If we do...	If the the Admin Team develops a student voice committee and school climate team, while supporting the implementation and progress monitoring of our Tier I SEL Curriculum (Second Step),
Then we see...	Teachers and staff promoting student agency while building the staff's knowledge base of the SEL competencies and instructional practices,
which leads to...	an average index score of 40, a decrease in misconducts and suspensions by 50%, and a increase in the percent of students on-track from 47% to 60% by EOY SY22.
Budget Description	Allocate 115 funds to promote and facilitate the student voice committee EOY project, and provide additional resources for the school climate team

Tags	Student Voice, Engagement, and Civic Life, Physical and Emotional Safety
Action steps	<ul style="list-style-type: none"> (Not started) Provide student attendance incentives weekly/monthly/quarterly Tags:OSSE: Attendance & Truancy (Not started) Create a school culture and climate team consisting of staff and students Tags:Teacher Leader Development & Innovation: Teacher Teams (Not started) Identify a Student Voice Committee (SVC) and conduct bi-weekly meetings Tags:SSCE: Student Voice (Not started) Develop a comprehensive approach to elevate student voice at the classroom, school and community levels. Tags:SSCE: Student Voice (Not started) Identify and then implement a culturally relevant SEL curriculum that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school Tags:Curriculum, OSEL: SEL Instruction (Not started) Develop a list of expectations for student conduct by grade band Tags:OSEL: Supportive Classroom Environment

Strategy 4

If we do...	If admin and teachers continue to utilize the existing teacher team meeting structure to prioritize the development of teacher capacity to ensure that collaboration focuses on the level of cognitive demand in math lessons,
Then we see...	more consistent math practice and instructional delivery from all PK-8th teachers schoolwide,
which leads to...	an increase in the percent of 2nd - 8th grade students at or above math attainment from 49% to 59% by EOY SY22.
Budget Description	115 funds will be allocated for Math Professional Development Consultants/vendors, Conferences and associated expenses
Tags	MTSS: Curriculum & Instruction, Math: Rigorous Tasks, Math: Formative Assessment

Action steps	<ul style="list-style-type: none"> • (Not started) Administer a math diagnostic assessment to determine grade level proficiency for all 1st - 8th grade students. Tags:Math: Formative Assessment • (Not started) Complete the School-Based Mathematics Program Needs Assessment Tool at BOY, MOY and EOY for SY21 & SY22 Tags:Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum, Math: Equitable Access • (Not started) Participate in the monthly math PLC's and then share new learning and best practices with teacher teams Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Provide targeted differentiated math PD to all teachers and/or staff Tags:MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Create and administer CCSS aligned benchmark assessments to communicate trend data for team analysis, identify areas of strength and growth (teacher practice, student tasks, and/or student engagement), and determine whether or not the process/program is working Tags:MTSS: Progress Monitoring, Math: Rigorous Tasks • (Not started) Conduct internal learning rounds every 5th week and weekly check-in-visits focusing on math instructional practice, student engagement, and cognitive demand - use the ES Classroom Feedback Tool and Comprehensive CIV Tool to provide immediate follow-up and feedback to teachers Tags:Teacher Leader Development & Innovation: Distributed Leadership, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
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Action Plan

Strategy 1

Develop and utilize a root cause analysis protocol that's aligned to the MTSS Framework for the following student subgroups (attendance < 90%, index score < 30, 3-8 graders within 1st-24th percentile)

Aug 21, 2020 to Jun 03, 2022 - Admin, ILT

Complete the SAM three times a year (BOY, MOY, EOY) to identify MTSS areas of growth

Aug 31, 2020 to Jun 01, 2021 - MTSS/ILT Team

Participate in professional training, workshops and/or conferences led by school-based and district-wide staff focused on implementing interventions specific to each grade level and/or grade band

Aug 31, 2020 to Jun 03, 2022 - Staff

Create a list of tiered interventions (tier III & tier II)

Aug 24, 2020 to Sep 25, 2020 - MTSS Team and DL Teachers

Identify the tiers for each student in ASPEN and assign the appropriate intervention and staff for implementation

Aug 31, 2020 to Apr 01, 2022 - Teachers, MTSS, Admin, & Counselor

Implement the prescribed interventions for students in tier II & III

Sep 01, 2020 to Jun 24, 2022 - Teachers, MTSS, Teacher Assistants, SECA's, Counselor

Strategy 2

Develop a survey for students and staff to complete at the BOY / MOY / EOY reflecting their level of trust amongst one another.

Jul 01, 2020 to Aug 21, 2020 - ILT

Identify a Adult Champion (staff member) for each student so they can reach out to through weekly check-ins to develop their level of comfort / trust.

Aug 24, 2020 to Feb 01, 2021 - All staff

Implement quarterly staff - student activities to reinforce the trust level of students - staff / staff to staff.

Aug 24, 2020 to May 28, 2021 - Culture & Climate Team (CCT)

Provide monthly "Cool Off" Pd's. Staff will sign up to lead an activity that they enjoy. These activities can be yoga, cooking, exercise, art, decorating, and much more.

Aug 24, 2020 to May 27, 2022 - All staff

Hold monthly staff meetings - meetings will consist of one teacher from each department and one TA, collaborating and consulting on possible solutions for academic concerns, classroom management, professional trust, school climate, and building interpersonal relationships.

Aug 24, 2020 to May 27, 2022 - admin & staff

Continue the faculty and staff "SHOUT-OUT" board. This board will allow staff to send kudos to each other and recognize an individual's hard work.

Aug 24, 2020 to May 27, 2022 - CCT, & all staff

Maintain a functional, inclusive, and active social committee. The social committee can continue providing activities that build connection and camaraderie within the school.

Aug 24, 2020 to May 27, 2022 - Social Committee, & all staff

Strategy 3

Provide student attendance incentives weekly/monthly/quarterly

Sep 01, 2020 to Jun 24, 2022 - All Staff

Create a school culture and climate team consisting of staff and students

Aug 24, 2020 to Sep 11, 2020 - Counselor, Lead Teacher, & Lead TA

Identify a Student Voice Committee (SVC) and conduct bi-weekly meetings

Sep 01, 2020 to Jun 10, 2022 - Admin & Counselor

Develop a comprehensive approach to elevate student voice at the classroom, school and community levels.

Sep 01, 2020 to Jun 10, 2022 - Admin, Counselor & CCT

Identify and then implement a culturally relevant SEL curriculum that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school

Aug 24, 2020 to Jun 01, 2022 - Admin, ILT, and then all staff

Develop a list of expectations for student conduct by grade band

Aug 24, 2020 to Aug 29, 2020 - Teachers, Counselor & Admin

Strategy 4

Complete the School-Based Mathematics Program Needs Assessment Tool at BOY, MOY and EOY for SY21 & SY22

Aug 24, 2020 to Jun 03, 2022 - ILT

Participate in the monthly math PLC's and then share new learning and best practices with teacher teams

Aug 31, 2020 to Jun 03, 2022 - Math Leads

Conduct internal learning rounds every 5th week and weekly check-in-visits focusing on math instructional practice, student engagement, and cognitive demand - use the ES Classroom

Feedback Tool and Comprehensive CIV Tool to provide immediate follow-up and feedback to teachers

Oct 01, 2020 to Jun 03, 2022 - ILT

Provide targeted differentiated math PD to all teachers and/or staff

Aug 24, 2020 to Jun 03, 2022 - Math Leads, Admin

Create and administer CCSS aligned benchmark assessments to communicate trend data for team analysis, identify areas of strength and growth (teacher practice, student tasks, and/or student engagement), and determine whether or not the process/program is working

Sep 01, 2020 to Jun 03, 2022 - ILT, Teachers, Admin

Administer a math diagnostic assessment to determine grade level proficiency for all 1st - 8th grade students.

Sep 01, 2020 to Oct 02, 2020 - All teachers

Fund Compliance

ESSA Program

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

All students in grades K-2 take DIBELS TRC and all 3-8 students take the NWEA which measures state content and achievement

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

During planning and preparation, and instructional delivery, teachers implement a instructional block schedule that aligns research based best practices that incorporates MTSS systems and structures, scaffolding of skills, and student inquiry

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 teachers and staff will be trained to incorporate the SEL competencies that are aligned to the MTSS framework into daily practice. Additionally, implementing the optimal instructional model, GGR, teachers are able to develop small groups where targeted interventions and strategies are used.

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).

The counselor facilitates several SEL initiatives. i.e. Check-In/Check-Out, Counselors Corner, Girls Talk, and Calm classroom to meets the needs of various students. Our attendance tram also meets regularly to discuss and implement various strategies to improve attendance

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

Traditionally, Hoyne is a level 1 school with a level 1+ culture and climate. We leverage our veteran staff's knowledge and experience and match them with a new teacher. Because our staff usually retires from Hoyne, our teacher induction program has been stagnate.

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.

All teachers and staff participate in monthly district facilitated professional development. The LSC?PAC leads participate in monthly district-led meetings. Teachers and parents on the LSC or PAC participate in various out-of-district PD as well.

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

We elicit the support of our LSC and PAC presidents. We conduct surveys to identify family availability, parent academic needs and family supports. We host grade specific parent meetings, math and literacy nights, family fit nights, and an annual parent dinner.

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.

We prepare summer work packets for incoming kindergarten students to support foundational math and reading skills. We plan on hosting a Step Up kdg program to further prepare kdg students.

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

All teachers collaborate and develop an assessment plan and schedule that incorporates 5 week benchmark assessments, and 5 week data analysis cycles where teachers share their data with their grade band peers.

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.

A 45 minute MTTTS period will be incorporated into all classroom schedules at least 3 times/week to support the core content areas as well as supports the SEL needs of all students.

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.

We partner with the South Chicago Neighborhood Network (SCNN). SCNN is one of the 10 Neighborhood Networks of United Way of Metro Chicago. SCNN uses the Collective Impact model, a group of stakeholders working on the same the vision and common agenda, in order to each reach its goal of having a trauma-informed community by the year 2020, (please see Bold Goal below). Claretian Associates is the lead organization, for SCNN. The network is composed of approximately 15 community stakeholders, which includes residents, non-profit organizations, law enforcement, faith-based and education institutes. We aim to form partnerships with community stakeholders, for the purpose of a healthy, safe, and trauma-informed neighborhood. Hoyne will also continue its partnership with Changing Worlds. Their mission is to foster inclusive communities through oral history, writing and art programs that improve student learning, affirm identity and enhance cross-cultural understanding.

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 are surveyed during the year asking for their input on all aspects of school improvement. Information directly pertaining to Title 1 funding allocation and spending, NCLB fund allocation and spending, and school/network/district policy mandates and/or updates are shared at each monthly LSC meeting. Updates to the plan will be shared with parents during parent meetings and in concert with the state of the school address at the beginning of the school year. In addition, the information from the My Voice, My School surveys are used to gauge what the parents think works well and what needs improvement.

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

Admin will continued to engage PAC parents and members creating a meetings calendar which will be sent home and shared with all parents. The parent coordinator will keep track of parent attendance at each meeting. The Principal's Annual Title I Meeting and PAC Organizational Meeting were held in October of 2020. The PAC meeting schedule coincides with the LSC schedule - the 3rd Tuesday each month at 3:15pm.

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.

The parent coordinator will work with the school administration and parents to ensure all parents have opportunities to contribute to the progress of the school through meetings, discussions, surveys, and internal learning rounds. Regular LSC meetings are scheduled monthly. Additional, or special meetings will be held as needed.

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.

In addition to receiving reports cards during Parent Teacher Conferences, parents will receive their child's Student Goal Progress Report detailing the student's NWEA RIT score breakdown and growth and attainment goal for the year. After each NWEA MAP assessment given in the fall, winter, and spring, the school will send home detailed performance progress reports. Students (3rd-5th) will lead parent conferences beginning the 3rd quarter report card pick up of SY21. Moving forward, all 3rd - 8th grade students will lead parent-student-teacher conferences

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.

Currently all of our teachers are Highly qualified. In the event that we staff teachers who are not highly qualified, NCLB letters will be sent home immediately to parents of students who are taught by teachers considered "Not Highly Qualified."

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.

Parent meetings will be held to discuss curriculum standards, and state, and local assessments. In addition, printed material in English and Spanish are sent home providing information regarding the local and state assessments. Parent will receive this information at the State of School Address, Parent Conferences, Literacy/Math Nights, and LSC/PAC meetings.

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.

Parent meetings, handouts, and workshops/trainings are offered at the parents request to help them assist and work with their children at home. Parents are given information about the Annual Parent Conference, and those who attend will return and share information with other parents. Information regarding Parent University and other parent-related information is shared via the school's website.

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.

Increasing parent involvement and engagement are topics the staff discusses during school improvement days, teacher team meetings, and ILT meetings. . The average years of service for our teachers teaching at Hoyne is 14 years, therefore they are very familiar with our families and community. As a result, communication between staff and parents is a regular occurrence. As such, parents are equal partners in the implementation and facilitation of various parent programs directly linked to student learning and achievement.

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 regular progress monitoring, school administration ensures that all programs are cohesive and work to stimulate student achievement and

improvement. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the from kindergarten through sixth grade. Hoyne's K-2nd grade teachers utilize DIBELS (acquisition of early literacy skills) throughout the school year and assess student proficiency.

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 flyers and information for parents is sent home in English (Spanish when applicable). All flyers and information has the school identifying information of address and phone so parents know the flyer comes from the school. Flyers for teachers to send home are hand delivered to teachers to distribute so the information is sent in a timely manner. Information is also posted on the school's website.

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.)

We maintain high expectations for all members of the school community (students, parents, and staff). The Hoyne school community believes that we lay or provide the foundation for what students need to be successful in high school, college and career. We strongly believe that all students will learn through rigorous and differentiated classroom instruction in a safe and positive learning environment.

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.

Beginning in SY21 during the 3rd quarter parent conference day, students will lead the conference with parents as teachers and staff observe and share feedback as needed. This format will be used by all 3rd - 8th graders in SY21 and beyond. There are also parent-teacher conferences held at anytime at the request of the teacher or the parent.

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

Progress reports are sent home during the 5th week of each quarter. In addition teachers call and write parents when there are concerns or questions about student progress. Currently approx. 25% of parents have registered for Parent Portal.

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

Staff are accessible to parents everyday during their preparation periods, after school, or by appointment. Most staff and parents use mobile phones to text as well as email.

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.

Any parent can volunteer in a classroom or the school after completing the Chicago Public Schools volunteer packet online. Parents can also participate in monthly LSC and PAC meetings, and during internal learning rounds.

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

Links to resources and suggestions for assisting students at home are shared via the school's website. In addition, there is a link to the CPS Parent University, where parents can sign up for courses and workshops that will help build their capacity to continue learning at home. Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor academic and social progress of their child.

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

Parents are able to participate in decision making by participation offered through various meetings, i.e. LSC, PAC, IEP and/or through discussions during parent conferences. In regards to decisions about individual students, parents work with the teachers, paraprofessionals, and school administration to make decisions that best serve the child.

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

Teachers and/or administration will hold individual goal setting conferences with students in preparation for the NWEA assessments. Students are provided

with quarterly and yearly incentives for perfect attendance (Movie nights, awards, etc...). Teachers and administrators frequently discuss with students the importance of student responsibility in regards to improving academic achievement.

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 provide PAC, parents, and other stakeholders the opportunity and platform to contribute to student growth and achievement while being equal partners in the implementation of the school's mission and vision.

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.	\$1192.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00

54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$0.00