

Horace Mann Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	ILT and Teachers	SEF Rating

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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The principal continues to find ways for continuous improvement through structured grade-level meetings that focus on students. Timely and focused professional development and feedback during and after classroom observations.
- 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:** Teachers lead professional development and have an active role in grade-level meetings. The principal hires the right people that will be a fit for the existing staff members. The principal works with all stakeholders to keep the building vibrant and inviting for students, staff, and the community.

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
 - 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 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:** We have a curriculum in place. However, we will be doing a curriculum audit this year to determine what our next steps will be to improve our curriculum that will be more comprehensive meeting the diverse needs of our students.
- 3 - 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
 - 3 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
 - 3 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:** Ambitious Instruction under the 5 Essentials show a performance of Strong. Teachers have developed the instructional skills to impact instruction and student outcomes. The support of coaching and feedback from classroom visits and REACH observations allows the teachers to continually develop their repertoire of best practices around teaching and learning. 1. Teachers use data to drive the instruction in their daily small groups in ELA and Math. 2. Teachers strengthen their questioning techniques through the minilesson and shared reading, 3. Teacher incorporate the turn and talk and think-pair-share strategy to promote students discussion. 4. Instructional practices/strategies such as Gradual Release of Responsibility are executed by teachers during whole and small group instruction. 5. Administrative and peer observations determine areas of teacher deficiency. Trends are developed from the teacher deficiencies and used to provide coaching support as well as teacher professional development. Teachers have received more training and support around SEL supports for students.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Utilize assessments that measure the development of academic language for English learners

- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** *****Mann School uses the Network pacing guide with resources developed and/or researched by teachers. Our school day is structured around balanced literacy and math. Teachers also align ELA and math content to science and social studies. Our ELA and social studies block includes some components of the SEL curriculum. Mann's balanced assessment and grading system produces data that is actionable and informs admin/teachers on the next steps to monitor progress and improve student achievement. 1. Students are assessed using multiple measures. Assessments take place weekly through the use of Measuring Up Live, teacher-created assessments, end of chapter assessments, Word Their Way Assessment, and Pearson Math. a. The teacher created assessments that align with CCSS. These assessments determine what are the next steps in teaching. b. Online assessments that align with CCSS that provide immediate feedback to students and teachers. c. Audio-visual assessments available to Diverse Learners; optional for general education students. 2. Teachers monitor student data using multiple measures. a. Gradebook (Aspen). By viewing Gradebook, it determines if students mastered standard/strand taught. It also determines if reteaching has been offered. b. NWEA/TRC/Dibels/McClass-This data is used to form groups based on goal/strand and is present in teachers' weekly plans. c. Measuring Up Live online assessment and resources based on student daily and or/weekly performance. This data is provided immediately. Teachers are able to view the results as soon as students finish testing. Assessment data is used to determine the next steps in teaching and cross-reference with BOY and/or MOY NWEA Reading and Math data. 3. Grading policy is shared with parents/guardians and students at the start of the school year. The policy is posted in classrooms for students to see. 4. An assessment calendar from the District, in conjunction with the school's assessment calendar, is created and shared with teachers so they are aware of what types of assessments will be posted in the grade book.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:** The MTSS Program at Mann is designed to target all students grades K-8 below grade level in a particular standard/strand of CCSS in ELA and Math. The District Assessment NWEA/TRC/MClass along with classroom-based diagnostic is used as a baseline to get a comprehensive view of students' needs/supports. All students that are performing below the 50% in NWEA Reading and Math and below the TRC and MClass benchmarks receive additional small group instruction time outside of core instruction. This equals to at least an additional 40 minutes of a small group, targeted instruction per week. Students in K-2 that are in the strategic/intensive range for Reading and Math TRC/MClass are provided with at least 150 minutes per week of individualized and/or small group instruction. 1. The MTSS Program provides individualized instruction to students based on the results of the District assessment (NWEA/Dibels/TRC/McClass Math). 2. Tier II interventions take place in the classroom in the form of small groups. Students are strategically placed based on weekly data and teacher observations. 3. Tier III After analyzing the student's assessment data, students are strategically placed in small groups for ELA and Math and pulled out for 30mins daily for targeted ELA and Math intervention.
- 4 - 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
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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:** Mann students in grades 6th-8th participate in a High School Fair and visits several times each year. This creates an opportunity for students to get an early start and/or finalize their decisions when it comes to high school. Students in 8th grade visit a university the city's water reclamation district, as well as take a Chicago Architectural tour to build the seeds of what life, education, and a career has to offer. 1. Mann middle school students participate in Naviance through the school counselor. The school counselor also does a Naviance presentation for all incoming 6th graders in the June of each year. 2. Every November, students in grades 6th-8th participate in a Pathways to Success H.S Exploration Day. Students and participate is sessions that focus on self-esteem, first day in high school, how to support your support your child while in high school. Pathways to Success sessions are followed up with a representative conducting a high school application writing session for students during after school programming. 3. Eighth grade students, as part of their graduation activities, they participate in a college/university tour. During the tour, students learn about the steps they need to take day one of the high school career. Avenues to apply for financial aid/support, and what degree opportunities are available. 4. The school counselor also conducts whole and small group sessions with students about the importance of academics (i.e grades, attendance, and conduct) as it pertains to high schools criteria for acceptance. 5. Students in all grades participate in a career week. 5. Students also participate in Career Fair (Reality Fair) 5th-8th grade.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 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:** Trust between teachers and students and students is built off of communication and follow-through. It is essential that students have an opportunity to voice their concerns over the situation that may put them in an uncomfortable position. The relationship building with students begins in the classroom with teachers and students. The relationship branches out to other school officials that serve the school. These relationships develop over time to form strong bonds with admin/teachers/students. 1. Any student has a "right" to see administration if they have followed the steps of addressing their concern with their teacher and nothing has been resolved at the classroom level. 2. Teachers can invite the administration to meetings if they followed all of the classroom management steps to build a relationship with students. 3. Students have a pass to see the counselor or dean if they feel that they have a situation and/or crisis that is interfering with their learning or relationship with a student. 4. School-wide norms are posted for all to see and adhere to throughout the school day. 5. Teachers build relationships with students throughout the first five weeks of school and continue to cultivate those relationships throughout the school year.
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 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
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Students in grades K-8 participate in a wide range of after school programming that provides the opportunity for student voice and civic life. After school and sports programs (5th-8th) provides students with a balanced school experience. 1. Students in various grades participate in a wide range of programs that teach young children about the importance of making the right choices and not letting anger take over their decision making. 2. The students in various grades spend time each year partnering with the block club president and other residents of the community to clean up streets and alleys around the school. 3. Students engage in student council and various programs through Community In Schools Chicago 4. Arts and sports are also programs that students participate in throughout the course of the school year.
- 4 - Physical and Emotional Safety
 - 4 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)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions

that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** High levels of safety and order provide students the opportunity to feel physically and emotionally safe from harm. Mann prides itself on creating that environment for students and adults to operate in an orderly and predictable environment. 1. Teachers build relationships with students throughout the first five weeks of school and continue to cultivate those relationships throughout the school year. 2. The teacher also uses the first five weeks of school to build strong systems and expectations around Domain 2 of Reach. Management of transitions within and outside of the classroom affords students and adults to minimize the loss of instructional time. This is evident in all classrooms. 3. Support staff builds relationships during this time as well (first five weeks) and continue to cultivate these relationships in the common areas of the school throughout the year. 4. New students to Mann participate in a new student orientation to become acclimated with the school. Areas of improvement as it relates to school safety and order are the strengthening of common areas at prep classes.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 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)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Restorative Approaches to Discipline are built on implementing policies and procedures that respect the students as well as provide strategies to self-correct the behavior if it is disruptive to the classroom and school environment. With these approaches, relational trust is paramount. The restorative approaches lead to students changing behavior as opposed to being punished for it. 1. The teacher has been trained on CHAMPS and frequently reviews Assertive Discipline. 2. The teacher is required to use their classroom management system that provides students with an opportunity to correct behavior(s) before they reach a critical stage. 3. Students referred to administrative team after the critical stage has been reached. At this time, the behavior that is being identified to change is being addressed in restorative practices and check-ins with students. 4. Behaviors that are not corrected in the critical stage are referred to as administration where Parent/Teacher/Administration meetings are conducted.
- 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).
 - 3 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)
 - 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:** Parent Partnership is important in building relationships with families. Keeping parents informed, keeps parents aligned with the vision and direction of the school. 1. A Parent Handbook is provided at the beginning of the school to lay out the steps that parents/guardians need to take to address a concern they may have. This is shared during the parent open house breakfast. 2. The teacher conducts a one-on-one parent meeting during the first two weeks of school to build relationships with families as well as layout the expectations for the classroom. These are conducted after the parent open house breakfast in which parent can visit the class during that time to see live instruction taking place. 3. Teachers create newsletters to keep parents abreast of what is taking place in the classroom. This communication is also done through Class Dojo and Remind. 4. The teacher continues building these strong relationships through text messaging, email, and phone calls. 5. The principal sends out updates to parents to keep them informed on what is taking place in and around the school. 6. Chicago Police Department CAP meetings are held at the school several times throughout the school year. 7. Teachers reach out to parents to volunteer during field trips. 8. Parents volunteer during report card pick up to assist with surveys, complete medical forms, and/or recruiting more parents for attendance to upcoming PAC meetings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	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

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) I chose this metric because only 56% of the 3rd-8th grade students met growth targets. This is below the 75% or higher that we set for the school.	African American		75.00	85.00
Vision: NWEA Attainment G2-8 (Reading) I chose this metric because only 32% of 2nd grade and 43% of the 3rd-8th grade students met attainment. This is below 65% or higher that we set for the school.	African American		65.00	75.00
Vision: NWEA Growth G3-8 (Math)	African American		75.00	85.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
I chose this metric because only 43% of the 3rd-8th grade students met growth targets. This is below the 75% or higher that we set for the school.				
Vision: NWEA Attainment G2-8 (Math) I chose this metric because only 30% of 2nd grade and 33% of the 3rd-8th grade students met attainment. This is below 65% or higher that we set for the school.	African American		65.00	75.00
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Over the past two years, Mann has achieved Well-organized. The expectation is to examine the 5 Essentials Survey every year and develop a plan that can be used to improve in the areas that the school scored low in.			5.00	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...	Engage all staff (i.e. teacher and support staff) in the auditing and selecting of a new curricula for ELA and mathematics and provide extensive training and support to teachers.
Then we see...	100% of teachers provide rigorous, standards-based instruction through a common curriculum that supports all students at all levels.

which leads to...	1. Fifty-five percent (55%) of all students in grades 2nd -8th at attainment or higher on NWEA ELA and Math. 2. Seventy-five percent (75%) of all students in grades 3rd-8th to meet or exceed growth targets on NWEA in ELA and Math. 3. Fifty percent (50%) of all 2nd graders will reach attainment.
Budget Description	This year, we are engaging in a complete overhaul of our curriculum to create a common more user friendly curriculum for teachers and students. In order for this to work, we will need to invest time (PD) and money (cost of new curriculum).
Tags	Curriculum, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Administration, ILT, and PPC audit new curriculum based on research ratings from reputable educational researchers and complete curriculum survey based on top three choices and choose a new ELA curriculum. Existing math curriculum will require teachers to be retrained. Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning • (Not started) Administration, ILT, PPC, and remaining staff vote on the ELA curriculum that will be used during the 2020-2022 school years. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning • (Not started) Curricula vendor will provide initial training and support to teachers and staff. Tags:Curriculum, Literacy: Shift 4-21st Century Professional Learning • (Not started) Classroom observation conducted weekly with 50% of teaching staff. Alternate with the other 50% of teaching staff on the alternate week to monitor fidelity and effectiveness of the new program. Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning • (Not started) Collect and analyze weekly and 5-week student assessment data to determine instructional effectiveness and professional development supports for teachers. Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning

Strategy 2

If we do...	lesson internalization bi-weekly prior to instructional delivery to understand and demonstrate knowledge of the daily lesson being taught; and teachers plan lessons daily that include questions at a variety of DOK level (more DOK 3 and 4) using Webb's Depths of Knowledge; and task and assessments daily and weekly for students are rigorous and are aligned to grade level standards (using a rigorous task and assessment protocol).
Then we see...	100% of the teachers proficient or higher in all components of Domain 1 and 3.
which leads to...	100% of classrooms with students scoring 70% or higher in weekly and 5-week standards based, grade level assessments.
Budget Description	
Tags	Instruction, Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) 1. Create the instructional vision for with ILT and share it with teachers and ILT during teacher institute days. 2. Train ILT on Thinking through lesson protocol, Webb's DOK Matrix, and rigorous task and assessment protocol- Lesson internalization. Tags:Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Curriculum • (Not started) Create a grade level meeting agenda that will focus on lesson plan protocol and Webb's DOK Matrix. (Weekly) and articulate instructional vision during the start of each grade level meetings. Tags:Math: Rigorous Tasks, Math: Curriculum • (Not started) Lead teachers through internalization of the lesson using lesson protocol, Webb's DOK Matrix, and rigorous task and assessment protocol and collect and analyze weekly assessment student assessment data to determine instructional effectiveness based on previous instructional actions and primary metrics. Tags:Math: Rigorous Tasks, Math: Curriculum • (Not started) Classroom observation conducted weekly with 50% of teaching staff. Alternate with the other 50% of teaching staff on the alternate week. Tags:Math: Rigorous Tasks, Math: Curriculum • (Not started) Use lesson and rigorous task and assessment protocols and Webb's DOK Matrix to rate teachers to determine PD and support opportunities. Tags:Math: Rigorous Tasks, Math: Curriculum

Strategy 3

If we do...	continue and implement a system of support where all students will benefit from school-wide and classroom tiered instruction and supports (inclusive of academic and behavioral expectations, and social-emotional skills (increase on track) to be prepared for high school, college, and career).
Then we see...	70% of the targeted students that fall below on track (56%) receiving additional in-class and out of class support in deficient areas that include but not limited to targeted skills during weekly and 5 week interim assessments in ELA and math, class assignments in core areas, behavior, and/or attendance.
which leads to...	70% of the targeted students that fall below on track (56%) achieving mastery of targeted skills during weekly and 5 week interim assessments in ELA and math, class assignments, behavior, and/or attendance.
Budget Description	Investment in time will be during teacher institute days, grade cycle meetings, and ILT meetings. ILT members will receive payment for their time during after school hours.
Tags	MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Analyze student data and Identify returning and new students in grades (1st-8th) by previous attendance, grades, NWEA ELA and math, and TRC/MClass scores. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process (Not started) Collaborate with all stakeholders that will be a part of implementing the plan (i.e classroom teacher, interventionist, counselor, dean of students, administration). Develop an initial 5-week plan around at least two deficiency areas. Present plan to students and parents. Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) Include targeted students in weekly data discussions during grade cycle meetings to discuss progress and potential course corrections (every 5 weeks). Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (Not started) Each support staff member not responsible for direct instruction with open parts of their schedule will be responsible for servicing a group of students (no more than 5) in grades 3rd-8th in areas of ELA and Math. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

Action Plan

Strategy 1

Administration, ILT, and PPC audit new curriculum based on research ratings from reputable educational researchers and complete curriculum survey based on top three choices and choose a new ELA curriculum. Existing math curriculum will require teachers to be retrained.

Jun 29, 2020 to Aug 14, 2020 - Principal Assistant Principal ILT Teachers

Administration, ILT, PPC, and remaining staff vote on the ELA curriculum that will be used during the 2020-2022 school years.

Jun 29, 2020 to Jul 10, 2020 - Principal Assistant Principal ILT Teachers

Curricula vendor will provide initial training and support to teachers and staff.

Aug 14, 2020 to Sep 04, 2020 - Principal Assistant Principal ILT Teachers

Classroom observation conducted weekly with 50% of teaching staff. Alternate with the other 50% of teaching staff on the alternate week to monitor fidelity and effectiveness of the new program.

Sep 08, 2020 to Jun 11, 2021 - Principal Assistant Principal ILT Teachers

Collect and analyze weekly and 5-week student assessment data to determine instructional effectiveness and professional development supports for teachers.

Sep 08, 2020 to Jun 11, 2021 - Principal Assistant Principal ILT Teachers

Strategy 2

1. Create the instructional vision for with ILT and share it with teachers and ILT during teacher institute days. 2. Train ILT on Thinking through lesson protocol, Webb's DOK Matrix, and rigorous task and assessment protocol-Lesson internalization.

Jul 01, 2020 to Sep 04, 2020 - Principal AP ILT Teachers

Create a grade level meeting agenda that will focus on lesson plan protocol and Webb's DOK Matrix. (Weekly) and articulate instructional vision during the start of each grade level meetings.

Sep 08, 2020 to Jun 04, 2021 - Principal AP ILT Teachers

Lead teachers through internalization of the lesson using lesson protocol, Webb's DOK Matrix, and rigorous task and assessment protocol and collect and analyze weekly assessment student assessment data to determine instructional effectiveness based on previous instructional actions and primary metrics.

Sep 08, 2020 to Jun 04, 2021 - Principal AP ILT Teachers

Classroom observation conducted weekly with 50% of teaching staff. Alternate with the other 50% of teaching staff on the alternate week.

Sep 08, 2020 to Jun 04, 2021 - Principal AP ILT Teachers

Use lesson and rigorous task and assessment protocols and Webb's DOK Matrix to rate teachers to determine PD and support opportunities.

Sep 08, 2020 to Jun 04, 2021 - Principal AP ILT Teachers

Strategy 3

Analyze student data and Identify returning and new students in grades (1st-8th) by previous attendance, grades, NWEA ELA and math, and TRC/MClass scores.

Sep 08, 2020 to Sep 25, 2020 - Administration Teachers Counselor Attendance Clerk Dean of Students

Collaborate with all stakeholders that will be a part of implementing the plan (i.e classroom teacher, interventionist, counselor, dean of students, administration). Develop an initial 5-week plan around at least two deficiency areas. Present plan to students and parents.

Sep 21, 2020 to Oct 16, 2020 - Administration Teachers Counselor Attendance Clerk Dean of Students

Include targeted students in weekly data discussions during grade cycle meetings to discuss progress and potential course corrections (every 5 weeks).

Oct 05, 2020 to Jun 04, 2021 - Administration Teachers Counselor Attendance Clerk Dean of Students

Each support staff member not responsible for direct instruction with open parts of their schedule will be responsible for servicing a group of students (no more than 5) in grades 3rd-8th in areas of ELA and Math.

Sep 08, 2020 to Jun 11, 2021 - Administration Teachers Counselor Attendance Clerk Dean of Students

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

The comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards is conducted by analyzing the 5Essential survey data, parent and teacher surveys, and school-wide, district, and state assessment data in reading and math.

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

The schoolwide reform strategies provide opportunities for all students to meet proficient and advanced levels of academic achievement will be to analyze student data and Identify returning and new students in grades (1st-8th) by previous attendance, grades, NWEA ELA and math, and TRC/MClass scores. Collaborate with all stakeholders that will be a part of implementing the plan (i.e classroom teacher, interventionist, counselor, dean of students, administration). Develop an initial 5-week plan around at least two deficiency areas. Present plan to students and parents. Include targeted students in weekly data discussions during grade cycle meetings to discuss progress and potential course corrections (every 5 weeks).

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.

The 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 will be the implementation of schedules that provide uninterrupted instructional time during 8 am- 11 am and provided balanced literacy and math with built-in structures that allow for small group instruction based on the student needs.

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 school-wide reform strategies for students who are low achieving, at risk of not meeting the state's academic achievement standards, and/or members of the target population will come through our dean of students, counselor, teachers, and partnerships with CICS and BAM.

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

High-quality and highly-qualified teachers are attracted through the district's Taleo system. Teachers are selected base on need and experience. The interview process includes potential candidates completing a

questionnaire and an interview. If the candidate is selected to move on, they are then required to conduct a demonstration lesson. If successful, then the candidate is hired.

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.

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 will take place at least twice a month after school, during days set aside in CPS calendar, and according to the Network 12 professional development calendar.

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

The strategies to increase parent involvement, such as family literacy services will take place during family literacy nights, one-on-one meeting with teachers at the beginning of the school year, and through PAC led events that focus on literacy.

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.

Transitions from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program, happens during our summer programs for all incoming kindergarten students that are registered.

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 included in assessment voting prior to the start of the new school year in addition to the creation of weekly and 5 week assessments that align with the state standards.

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

Students 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 is done during small group instruction and reteaching and reassessing opportunities throughout the week.

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.

All programs at the school are aligned to federal, state, and local services. These programs ensure that all children are succeeding according to the metrics and standards that have been laid out for each student in each grade.

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.

Joint development and periodic review and revisions of the ESSA will take place during LSC and PAC meetings that take place monthly.

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

September 23, 2020 at 10am.

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.

Meeting suggestions and solutions will be responded to during PAC meetings which will take place on a monthly basis. Dates and times TBD.

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.

Performance of students at the school will be shared with parents during the beginning of the year parent open house during the third week in September and after that every quarter for the remainder of the school year.

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.

All teachers at Mann are "highly qualified" to teach in their content or certification area. If not, parents will be notified immediately and updated on status

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.

This will be accomplished during our annual parent open house which takes place during the third week of school. All families that enroll after the third week of school, will meet with teachers at a place and time to be determined to receive this information.

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.

This will be accomplished during our annual parent open house which takes place during the third week of school. In addition to the parent open house, information and resources will also be provided during PAC and LSC meetings.

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.

This training will take place during the in-service days in which teachers return and followed up during quarterly staff meetings according to the CPS calendar.

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

The school host an annual PreK enrollment and orientation for parents. This outlines the academic and social expectations that will be important to a successful PreK experience

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.

Information sent to parents will be in the form of email, hard copy, robocall, and school website. The information will go out in the language that has been signed on their home language survey.

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.)

Horace Mann Academy envisions an inclusive and collaborative learning community that is at the forefront of utilizing technology in all aspects of our curriculum. We will prepare students academically, socially and emotionally, and instill pride and self-confidence to empower them to succeed in higher education, assume leadership roles in society, and realize their unlimited potential in all facets of life.

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.

Parent-teacher conferences will take place at the minimum three times per year. The first meeting will take place during the first three weeks of school. This is a one-on-one meeting for 20 minutes that goes over the expectations for the school year, how to work together as partners in educating the child, and what academic supports are needed for success. The follow-up parent meetings take place on November 18th and April 21st to check in progress from the beginning of the year meeting.

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

The school will issue progress reports four times per year to update parents on the progress of their child(ren). This will take place on 10/9/20, 12/18/20, 3/12/21 and 5/21/21

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

Parents will be able to meet with parents before, during (preparation period), and after-school. For the exception of during school, these meetings are schedule on the teachers' personal time.

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 must request in advance (at least 24hrs) to the main office/administration that they will observe the classroom. The parent must describe the purpose of the visit. Participation and volunteering in the classroom will be based on the need of the teacher and the event and/or activity that will be taking place. They will have to go through a background check at the appropriate level and be cleared in order to volunteer.

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

The teachers will communicate with parents first as it pertains to attendance, classwork,

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 will have to participate in a decision relating to the education of their children during LSC and PAC meetings. These meetings will take place monthly. Immediate concerns with their child(ren) as it pertains to their child(ren) education will be done by addressing concern(s) in writing to administration.

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).

The student will assure academic success by sitting down with the teacher to participate in goal setting around academic and social goals (NWEA, grades, behavior, attendance) This message will also be shared with the school-wide goals and expectations at the beginning of the year, middle, and end of the year (before District/State testing).

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.

The goal for parental involvement will center around families working closely with the school to increase student achievement through academic and social supports.

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.	\$0.00
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	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

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