

Gerald Delgado Kanoon Elementary Magnet School 2020-2022 plan summary

Team

Name	Role	Email	Access
Marin Gonzalez	Principal	mgonzalez231@cps.edu	Has access
Lorelei Carver	Middle lead	lrcarver@cps.edu	Has access
Kim Healy	Math Lead	khealy4@cps.edu	No Access
Adriana Ortiz	Intermediate Lead	aortiz1@cps.edu	No Access
Jose Garcia	Math primary	jlgarcia@cps.edu	No Access
Eufemia Tobar	Literacy primary	etobar1@cps.edu	No Access
Jennifer Fix	Sped lead	jbfix@cps.edu	No Access
Anna Hernandez	Counselor	ahernandez1@cps.edu	No Access
Claudia Pineda	Ap	cpineda@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/13/2020	Mg, Cp, mf, mz	SEF review
01/27/2020	ALL	SEF review and current agenda items

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
 - 3 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
 - 3 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:** 5 essentials indicate that teachers felt "strong" in areas of safe practice, collaboration, decision making and communication. Neutral was used mainly for holding them accountable to change, vision and expectations.
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 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
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** ILT, GLT, LSC works well together and meets regularly to address concerns, and to make recommendations for change. A set calendar and with meeting dates and hours is made available at the beginning of the year. PD opportunities are offered in house and out of the building as needed.

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
- 2 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 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:** All curriculum are in place and aligned to CCSS. How to connect to diverse learners is our next steps. Making them authentic and tailored to students is needed.
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** 5 essentials support and REACH overall scores support need for PD on student questioning, discourse, assessment and engagements
- 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
 - 4 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 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
 - 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
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** The lack of PM for 4-8th grade students is an area of growth.

- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 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)
 - 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)
 - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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:** K=3 is consistently PM others are not. Easy CBM is being purchase but training will be necessary. MTSS has a coordinator who is working closely with ILT and related providers to improve process
- 2 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 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:** Middle school students are mainly encouraged and supported with college/career opportunities. Primary and intermediate lack persistence strategies to help ss understand how to transition to college.

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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Socials for staff are created quarterly and celebrations for both student and staff are done monthly. Communication is shared via weekly buzz and grade level meetings.
- 2 - 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
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 2 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:** A new student voice committee has been created. Due to safety outside the school, community outreach is limited with the exception of community resources that have been supporting school initiatives: Sidley, Enlace, LP, Ravinia, Goodman.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** 5 essentials and student referrals support that ss understand expectations and agree with their compliance. SeL team lacks ss and parent.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 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:** Need to work on creating more supportive means. Challenging ss seem to lack a sense of belonging per 5 essentials.
- 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
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 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:** Ferney, Latino Progresando, Enlace, YMCA, Ravinia, Sidley, Goodman theater, BAM, Uof I for nutrition.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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	Instruction of Phonics is not included in our literacy framework
Root Cause 1	Instruction: Students are not being taught phonics as part of a balanced literary framework and about 30% of students are not able to decode words in 3rd- 8th grade
Area of Critical Need 1	How, when and what to use to measure growth via issuing grades has not been cleared nor have expectations been made for consistency
Root Cause 2	Students are not be graded consistency as via amount of assignments / quizzes/ test nor are grades consistency given from grade to grade
Area of Critical Need 3	Student and staff mindset are not of a shared belief that all students can be successful.
Root Cause 3	Lack of student voice: Students are not taking ownership for their learning, many lack motivation which lead to disciplinary issues and a sense of not caring about their learning.

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)	EL		65.00	70.00
We continue to work with guided reading and interventions to help struggling readers	Overall		65.00	70.00
Vision: NWEA Growth G3-8 (Math)	EL		58.00	63.00
We continue to help teachers with a Math PLC to learn how to see alignment with curriculum and CCSS in math - how to use the best practices for students to better understand math	Overall		57.00	62.00
	Latinx		96.00	96.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate We have continued to create opportunities to motivate and encourage students to come to school and take ownership in their learning.	Overall		96.00	96.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) Getting students on level continues to be an area of concern. By departmentalizing math - our goal is to provide PD to teachers to better support their understanding in teaching math for student mastery and to help struggling students with strategies to grow.	EL		40.00	40.00
	Overall		39.00	45.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Getting group and individual Rit goals by homeroom and getting teachers to share with students how to hit the metric will continue to be a focus.	EL		61.00	66.00
	Overall		61.00	66.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Continue to work on 5 with a focus on decision making under supportive teacher input.					

Custom metrics (50% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Supportive environment was neutral or week Fixth mindset have been addressed and continue to be part of school improvement	5.00	5.00		5.00	5.00
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Professional development on Liberatory Thinking as aligned to CPS Equity Framework
Then we see...	staff engaged in practices that promote student voice in decision-making opportunities
which leads to...	increased 3rd -8th grade on track status
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Equity: Liberatory Thinking, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> (Not started) Kanoon Equity Committee and Student Voice committee will unpack 5 Essentials Civic Engagement School Report. Kanoon Equity committee and Student Voice committee will identify strengths and areas of growth and align opportunities for professional learning for staff and engagement opportunities for students. <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Kanoon Equity Committee will use the CPS Equity Framework Liberatory Thinking Tool to collect baseline data on staff mindsets. This data will be used to plan professional learning throughout the SY20-21 cycles of professional learning.

	<p>Tags: Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Kanoon Equity Committee will use the professional reading "Motivation, Engagement, & Student Voice" by Toshalis and Nakkula and the aligned Toolkit activities to guide professional learning for staff around Student Voice and Engagement. <p>Tags: Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Provide students with opportunities to build stronger student-adult partnerships through the use of strategies from CPS Student Voice Toolkit). <p>Tags: Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p>
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Strategy 2

If we do...	a deep dive in best practices of tiered instruction in math and reading
Then we see...	targeted instruction in math and reading
which leads to...	an increase in NWEA 3th -8th Reading growth and math growth
Budget Description	
Tags	Curriculum, Instruction, MTSS: Curriculum & Instruction, OSCP: Tier 1, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) Purchase Foundations phonics curriculum for primary classrooms. Purchase Just Words curriculum to support word study in intermediate grades. <p>Tags: Curriculum, Instruction, Budget & Grants, Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Train teachers on using phonics instruction within a tiered instruction model for primary grades and using targeted supports for Tier 2 & 3 instruction in 3-8. <p>Tags: Curriculum, Instruction, MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS:</p>

	<p>Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Use professional development and learning walks to support teachers with fidelity and implementation of Tier 1 literacy practices: minilessons, interactive read alouds, phonics and phonemic awareness, guided reading and shared reading, word study. <p>Tags:Leadership for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Plan and organize IRA?s for primary team. <p>Tags:Curriculum, Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> (Not started) Review MS schedule to support tiered instruction for all students. <p>Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Develop a cadence for monitoring success of tiered instruction implementation and reviewing learning walk data to inform next steps. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Improving Assessment Literacy, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Plan a balanced literacy block for primary classrooms which incorporates Foundations, interactive read alouds, comprehension, and fluency. Plan a Just Words schedule to be followed with fidelity. <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p>
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Strategy 3

If we do...	an analysis of current grading practices
Then we see...	and identify inconsistency in grading polices

which leads to...	a school wide grading practices which will increase on-track status 3rd-8th
Budget Description	Funding to meet as a PLC for memebers will be needed
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Establish PLC to oversee grading policies for SY 20/21 Tags:Assessment: Balanced Assessment and Grading • (Not started) Explain Off-Track to Staff, Teachers and Students as to how grades and weights are calculated on Aspen Tags:Assessment: Balanced Assessment and Grading • (Not started) Identify which student grades special education teachers are responsible for. Tags:Assessment: Balanced Assessment and Grading • (Not started) Explore Individualized homework practices/personalizing homework and strategies for quiz/test corrections for student advancement. Tags:Assessment: Balanced Assessment and Grading • (Not started) Conduct Aspen Gradebook audits every five weeks Tags:Balanced Assessment and Grading • (Not started) Assessments for week/month end of unit common by grade level and highlighted on lesson plans to correlate with grade input on Aspen Tags:Balanced Assessment and Grading • (Not started) Review Off-Track status every five weeks and create quick wins for students. Tags:Balanced Assessment and Grading • (Not started) Professional readings on equitable grading practices and do no harm grading practices. Tags:Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Professional readings on best practices in student assessment and best practices in feedback to strengthen assignments Tags:Assessment: Balanced Assessment and Grading

Strategy 4

If we do...	an analysis of current grading and assessment practices
Then we see...	inconsistencies in grading and assessment practices which may disproportionately affect student priority groups
which leads to...	implementation of high-quality assessments and grading practices to ensure equity for all students and an increase in on-track rates for 3rd-8th grade
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> • (Not started) Establish PLC to oversee grading policies for SY 20/21 Tags:Assessment: Balanced Assessment and Grading • (Not started) Aspen Gradebook Audits for Grades and Assignments Tags:Assessment: Balanced Assessment and Grading • (Not started) Explain Off-Track and Grades to Students and Staff to illustrate how each of these are calculated Tags:Assessment: Balanced Assessment and Grading • (Not started) Identify which grades Special Education Teachers are responsible for (students) Tags:Assessment: Monitoring Student Learning to Support Growth, Equity: Targeted Universalism • (Not started) Assessments for week/month and end of unit are common by grade level and highlighted on lesson plans to correlate with grade input on Aspen Tags:Assessment: Balanced Assessment and Grading • (Not started) Review Off-Track lists every five weeks to identify students needing support and create success plans Tags:Assessment: Balanced Assessment and Grading • (Not started) Professional Readings on Grading and Equity, explore "Do No Harm" grading practices.

	<p>Tags:Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) Professional Readings on Student Self Assessment and Strengthening Teacher Feedback for Student Success <p>Tags:Assessment: Balanced Assessment and Grading</p>
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Action Plan

Strategy 1

Kanoon Equity Committee and Student Voice committee will unpack 5 Essentials Civic Engagement School Report. Kanoon Equity committee and Student Voice committee will identify strengths and areas of growth and align opportunities for professional learning for staff and engagement opportunities for students.

Jul 01, 2020 to Aug 26, 2020 - Kanoon Equity Committee

Kanoon Equity Committee will use the CPS Equity Framework Liberatory Thinking Tool to collect baseline data on staff mindsets. This data will be used to plan professional learning throughout the SY20-21 cycles of professional learning.

Jul 01, 2020 to Aug 26, 2020 - Kanoon Equity Committee

Kanoon Equity Committee will use the professional reading "Motivation, Engagement, & Student Voice" by Toshalis and Nakkula and the aligned Toolkit activities to guide professional learning for staff around Student Voice and Engagement.

Aug 26, 2020 to Jun 24, 2021 - Kanoon Equity Committee

Provide students with opportunities to build stronger student-adult partnerships through the use of strategies from CPS Student Voice Toolkit).

Aug 26, 2020 to Jun 24, 2021 - Kanoon Equity Committee

Strategy 2

Purchase Foundations phonics curriculum for primary classrooms. Purchase Just Words curriculum to support word study in intermediate grades.

May 01, 2020 to Aug 22, 2020 - Admin and ILT

Train teachers on using phonics instruction within a tiered instruction model for primary grades and using targeted supports for Tier 2 & 3 instruction in 3-8.

Jul 06, 2020 to Dec 18, 2020 - Ms. Flores and Ms. Carver

Use professional development and learning walks to support teachers with fidelity and implementation of Tier 1 literacy practices: minilessons, interactive read alouds, phonics and phonemic awareness, guided reading and shared reading, word study.

Aug 24, 2020 to Jun 18, 2021 - Admin and ILT

Plan and organize IRA's for primary team.

Jun 22, 2020 to Aug 01, 2020 - Carver

Review MS schedule to support tiered instruction for all students.

May 01, 2020 to Jun 26, 2020 - Middle School Team and ILT

Develop a cadence for monitoring success of tiered instruction implementation and reviewing learning walk data to inform next steps.

Jul 01, 2020 to Dec 18, 2020 - ILT

Plan a balanced literacy block for primary classrooms which incorporates Foundations, interactive read alouds, comprehension, and fluency. Plan a Just Words schedule to be followed with fidelity.

Jun 01, 2020 to Aug 20, 2020 - ILT

Strategy 3

Establish PLC to oversee grading policies for SY 20/21

Aug 03, 2020 to Jun 18, 2021 - PLC, Admin, ILT

Explain Off-Track to Staff, Teachers and Students as to how grades and weights are calculated on Aspen

Sep 01, 2020 to Sep 30, 2020 - PLC, Admin, ILT

Identify which student grades special education teachers are responsible for.

Aug 01, 2020 to Sep 07, 2020 - Special Education Teachers and PLC

Explore Individualized homework practices/personalizing homework and strategies for quiz/test corrections for student advancement.

Sep 01, 2020 to Nov 30, 2020 - PLC, Teachers, Admin

Conduct Aspen Gradebook audits every five weeks

Sep 01, 2020 to Jun 18, 2021 - Administration

Assessments for week/month end of unit common by grade level and highlighted on lesson plans to correlate with grade input on Aspen

Aug 01, 2020 to Jun 18, 2021 - Teachers, PLC and Admin

Review Off-Track status every five weeks and create quick wins for students.

Aug 01, 2020 to Jun 18, 2021 - Admin, Teachers, PLC

Professional readings on equitable grading practices and do no harm grading practices.

Feb 01, 2021 to Jun 18, 2021 - PLC, Teachers, Admin

Professional readings on best practices in student assessment and best practices in feedback to strengthen assignments

Mar 01, 2021 to Jun 18, 2021 - PLC, Teachers, Admin

Strategy 4

Establish PLC to oversee grading policies for SY 20/21

Jul 27, 2020 to Aug 07, 2020 - ILT

Aspen Gradebook Audits for Grades and Assignments

Sep 07, 2020 to Jun 18, 2021 - Administration

Explain Off-Track and Grades to Students and Staff to illustrate how each of these are calculated

Sep 01, 2020 to Sep 30, 2020 - Administration and Teachers

Identify which grades Special Education Teachers are responsible for (students)

Aug 24, 2020 to Aug 31, 2020 - Special Education Team and Administration

Assessments for week/month and end of unit are common by grade level and highlighted on lesson plans to correlate with grade input on Aspen

Sep 07, 2020 to Jun 18, 2021 - Teachers

Review Off-Track lists every five weeks to identify students needing support and create success plans

Sep 07, 2020 to Jun 18, 2021 - Teachers, Grading PLC and Admin

Professional Readings on Grading and Equity, explore "Do No Harm" grading practices.

Nov 30, 2020 to Nov 30, 2020 - PLC, Teachers, Admin

Mar 01, 2021 to Jun 18, 2021 - PLC, Teachers, Admin

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.

NWEA and TRC data is reviewed at the end of the school year and at the beginning and middle to gauge areas of strength and areas of growth. Data is used to identify targeted students for additional supports after and during the school day.

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

All lessons include small group instruction for students who are identify as tier 3. Interventions in the area of reading or math are implemented also after school and some severe cases during the school day as pull out services for all tier 3 students.

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.

Intervention blocks are included in the time distribution minutes for reading and math. LLI kits for tier 3 kids in reading and looking into a new intervention for math from Envision.

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).

All students are provided SEL supports via their homeroom teacher and through an SEL curriculum. Students struggling with social emotional issues are given a mentor to check in and check out daily, or are recommended to programs provided via BAM, YMCA or Enlace. A full time counselor will also be providing services to all students and identifying agencies that can better serve students outside the school day.

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

Only teachers who meet with the proper endorsement and certifications are asked to interview. References are checked to ensure excellent previous work experience. If CPS employees, I ask the candidate to share their past evaluation summaries or their observation data. A committee of teachers who can support new hires is included in the interview process.

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.

PD is specific to new initiatives : Liberatory thinking, balanced assessment and grading practices, the science of reading will be introduced via admin or trained staff in addition to Supports from Network or Cps dept of literacy.

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

Parents will be provided opportunities to engage in ESL or GED classes from local agencies. Parents will be provided opportunities to participate in "school" reading and math sessions provided by admin and staff one per quarter.

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.

Two preschool classrooms are available for families to sign up students at Kanoon. These classrooms will provide a smooth transition to K. For students not in these programs a summer school week of welcome to Kanoon will be provided.

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.

ILT members represent each area in the school community. Decisions that may affect student teaching and learning are introduced at the iLT and discussed before formal decisions are made. Surveys are sent to staff to poll for opinions and concerns. Decisions made require at least an 90% or higher buy in.

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.

MTSS lead works with staff who are providing tier 3 supports to struggling students. Those identified as not making progress are assisted by Lead and monitored for "next steps" which may include a discussion with MTSS team for suggestions and additional support.

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.

Supports are coordinated out of the counseling office and our STLS lead. Tier 1 supports include preventative assemblies, incentives and celebrations via the homeroom teachers as the SEL curriculum will recommend for the lessons taught. In depth strategies via recommendation by AP, counselor, STLS lead, and social worker are made for students who are struggling socially and need additional support.

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.

A committee of parents will be developed to review NCLB policies and revisions. Parents will receive information from the principal during set NCLB meetings and the process for review and improvements will include scheduled meetings with set agenda items for discussion. Members of the NCLB committee are able to request additional meetings and recommend items for discussion including professional development, parental workshops and budget considerations.

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

Our Annual Principal Informational meeting and Organizational Meeting were held on Oct. 2020. An invitation to all parents was sent on Sept. , 2020 . Flyers were posted inside the main office and posted outside the main doors of the building. A robo call to all parents was made as a reminder and the date stated on the monthly principal's newsletter.. The meeting was scheduled at 9:00 in the morning, with the organizational meeting to follow at 9:30. Since most of our families walk students to school they like to stay to enjoy a warm cup of coffee before the meeting. A schedule of the year's parental workshop with topics was given to all parents attending these meetings and families were encouraged to sign up for the workshop they are planning to attend. A note home reminding parents of the workshop they signed up is sent with their child the day before the workshops. All parents will be given workshops topics during the LSC and PAC meetings and a flyer was sent home with their child.

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.

Open House or Curriculum Night is set in September 2020 of the new year. The principal welcomes all families back to school and provides parents with an overview of the changes in curriculum, staff and procedures. Each family is released to their child's teacher, and the teachers will dive in deeper to the curriculum, grade level expectations, homework and assessment practices. The Assistant Principal concludes the meeting with an overview of behavior expectations. Regular LSC,BAC and NCLB meetings are identified in September and handouts are sent home with the dates as well as posted throughout the main office.

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.

All student progress reports, assessment reports are shared with parents at parent teacher conferences - twice a year. Progress reports are sent home 4 times a year and conferences are held with the teacher and admin for off track students.

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

Parents will be notified as required if their child is being taught by a teacher who is not highly qualified via a formal district letter signed by the principal.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents are provided opportunities to attend workshops at the network level on the rules and regs of NCLB and how to work with both teachers and students. Announcements are made at the LSC meeting and officers recruit parents to attend these sessions.

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.

Parental workshops will be offered monthly as identified by parents on a survey. Parent room has been made available to provide these sessions with school staff or outside agencies.

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.

Parent workshop on how to work with teachers and their children will be provided during Open house and parent teacher conferences. Tips on what to ask teachers will be provided to parents. Tips on how to work with families will be provided to teachers. Home school connection monthly newsletter will be sent home. Teachers will request parent helpers to assist in their daily lessons. Invitations to assemblies which include student of the month, and holiday celebrations will be sent to families. Chaperones to field trips will parents who have met the CPS guidelines for chaperones.

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.

Meetings and workshops will be held immediately after dismissal or arrival to encourage families to stay. 4 sessions will include parent-child workshops on how to support academics, and prevent failure. Families with students off track will meet with admin to discuss individual student plan. An additional PK was added this year to accommodate the need.

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 materials sent home will be sent home in Spanish and English. Meeting reminders will be sent monthly and a reminder sent 2-3 days before the meeting.

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.)

Vision

The faculty and staff of Gerald Kanoon Magnet School will prepare students to become life long learners with 21st Century skills. We are committed to the welfare and development of each student through holistic education. We will work in collaboration with the parents and the community to continue to provide a diverse, safe and productive environment for growing and learning.

Mission

Gerald Delgado Kanoon Magnet School is committed to the development of the student in an environment that encourages the integrated efforts of the principal, teaching staff, parents, and entire community. Kanoon Magnet School's staff has the commitment to the formation of an individual that is conscious of the value of multilingual and multicultural education in a pluralistic society.

At Kanoon, the school community is committed to being positive and active contributors to student, by valuing with pride their heritage and self-identity.

Students will become self-reliant so that they will be prepared to provide positive effective leadership in a democratic society. The school sees itself as the center of influence for the community's future. For this reason, the school directs all possible resources towards attaining its goals.

Kanoon Magnet teachers will provide a sound, strong, academic and effective foundation, which addresses the needs, strengths, and talent of all students in an educational environment that possesses a strong sense of justice and is free of prejudice. This environment allows and encourages the participation and opinions of the students and their families.

The school will provide exposure to global and international experiences, and is conscious of its responsibility to provide leadership and positive role models through parents, staff, and community. Underlying this philosophy is the belief that all Kanoon Magnet School students are capable of achieving their full potential.

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.

The school teachers will hold informal conferences via in person, or on phone as needed. In addition, the school will hold two parent conferences: Nov. and April. These conferences are held during the day and early evening hours which allows families to pick the time that best meet their needs. All teachers meet with families in their rooms and conduct a private conversation that includes state and local assessment data, grades and attendance. A success plan is created with parents for off track students.

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 scheduled by the district and distributed as mandated to parents via their students.

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

Counselor, teachers and admin are encouraged to make appointments to discuss student progress. If available, staff will meet with parents without appointments.

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 may volunteer to support a classroom teacher during the day in the classroom once approved via the CPS volunteer policy. Parents may volunteer to attend field trips, to work on bulletin boards or help with cultural events.

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

Parents are asked to sign student agendas to confirm completion of work and to monitor student discipline and attendance.

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

Success plans require parents support and understanding of expectations for their child's success. Developing the plan or goal setting session involves the parents input and monitoring of the plan.

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).

Weekly, monthly incentives are provided to homerooms with best attendance and Eagles attributes: students are identified and receive certificates of acknowledgement.

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.

Allocations for this year will allow continued support during the day and/or after school through ESSA parent computer classes, Child Development workshops, Nutrition workshops, G.E.D. classes, Adult Literacy, Literacy Skills workshops coordinated by ESL/Literacy program and Kanoon staff.

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.	\$544.00
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.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$2000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$400.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$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