Marquette Elementary School 2020-2022 plan summary

Team

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Elideth Hernandez	SWOP/Elev8 Lead		No Access
Carla Coronado	PAC Officer/LSC President		No Access
Rogelio Aguilar	1st Bilingual Teacher		No Access

Team Meetings

Date	Participants	Topic
01/15/2020	BAC/PAC	Introducing the CIWP as a School Improvement Plan

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
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)

- o 4 Enable staff to focus and prioritize what matters most
- o 4 Employ the skills to effectively manage change
- o 4 Make ?safe practice? an integral part of professional learning
- o 3 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**: -Creation of the Marquette Grading Policy was done with a team of teachers; revising it mid-year came from teacher feedback through implementation. -Teachers invited to select novels to build units around that follow shared expectations for student growth. -As an AUSL school, Marquette has "big rocks" that form instructional priorities, backwards mapped to CIWP strategies and informed by student/teacher data. -All 7 members of the SLT coach teachers in their safe practice between any formal and informal evaluation; teachers are given feedback frequently. -REACH data and coaching decisions are made by admin, with less opportunity for whole school analysis of teaching data. - Through clusters we are collaborative, transparent, and informative of all stakeholders throughout the school year. However, our school-wide behavior expectations and outcomes are not regularly communicated to assure a complete cycle of transparency among all stake holders.

- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: -LSC has been formed but often focuses on individual student needs rather than long term programming designed for all student and school improvement. -Physical surroundings are rated high consistently by AUSL Look & Feel score. -Teacher retention at MSOE is higher than schools of similar FRL status due to intentional community building and new teacher supports. -Teaching and Learning Cycles have begun this year in all clusters to support teacher professional growth and reflection; teacher leadership of these cycles is emerging.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards

- o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 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
- o **Evidence**: Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language - Guided Reading texts that are culturally relevant - Bilingual Curriculum is culturally and linguistically relevant Unit Plans Available resources such as Guided Reading texts, interventions (Read 180, Systems 44, LLI, SEL, etc), book room (in English and Spanish)
- 4 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Teachers using multiple ways of giving feedback to students. Grades are inputed weekly to ensure they are up to date. After-School Recovery. Habits of Discussion. Differentiate Novel Study for all students Formative assessments are used to communicate where students are.
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy

- o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Over the course of two years a grading team has met to create a unified grading policy that ensures students have opportunities for recovery. Assessments are used at Marquette, but we are missing a progress monitoring system for bilingual students.
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 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)

- o 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)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 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)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: -Diversity of stakeholders and leaders on MTSS Team -MTSS Referral Form -PSP protocol shared sheet -One-Pager with flow of interventions at MSOE -Parent Letter developed in partnership with different stakeholders -Parent Modules 1-3 developed by MTSS Team -Regular cluster time (quarterly) with teacher teams -BOY PD designed to build understanding of MTSS and analyze new rosters from previous year data -EOY Cluster to provide teachers time to document anecdotes about student learning needs for next year
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: Counselor process ensures students are exposed to various high school opportunities. The counselor team works to guide students through the goCPS process. The Bilingual Coordinators have been working actively on transitions of

bilingual students. There still continues to be a lack of communication between parents and further problem solving needs to continue.

Quality and Character of School Life

- 4 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: -Marquette Creed is repeated by all students every day to reaffirm their goals, beliefs, and expectations for "elevating [themselves] and [their] community". -Year-long focus on adult SEL and restorative over punitive approaches to student redirection and discipline. -Teacher-teacher trust is rated strong and teacher-principal trust is rated neutral, though both metrics grew considerably last year (+22 and +7 respectively). - MorningTalking Circles - School-wide PBIS with the use of Kickboard for students to earn merits and demerits - Collaborative approaches between all staff, despite the role/position (teachers, mental health staff, clinicians, and other support staff.) - Check-in/Check-out interventions - Consistent cluster meetings - Teacher to teacher classroom observations - Talking Circles during staff meetings - New teacher
- 4 - Student Voice, Engagement, and Civic Life
  - o 1 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Currently Marquette has a student council group of students in grades 4-8. Students meet every Monday, 2 Mondays are leadership development with SWOP (community organization, and 2 Mondays students meet to discuss school issues and develop action plans to address needs. Student council representative are voted in by their peers. Elections are held at the beginning of the school year. Last year 5th grade participated in Better World Day.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: AUSL common procedures

- 4 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: School-wide PBIS program with the use of Kickboard to record merits and demerits. Plan includes how staff should respond to inappropriate behaviors (referral process) All classrooms utilize classroom behavior management cycles. All staff trained on Talking Circles. Talking Circles occurring daily in homeroom classes and some Specials classes. Some staff training around restorative conversations and circles.
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: Community outreach coordinator

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	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**4**
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**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: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**5**
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**2**
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.

Area of Critical Need 1	On-track rates in benchmark grades (3, 6, 8), specifically of Black male students.
Root Cause 1	Need for equitable support for students that connects understanding and skills to work completion.
Area of Critical Need 2	Literacy attainment among 2nd grade students.
Root Cause 2	Need for consistent analysis of student data, grouping students, and small group instructional support throughout primary grades in literacy.
Area of Critical Need 3	Math attainment across grades 3-8.

Root Cause 3	Lack of consistency in providing students challenging performance tasks and using the data to reteach areas of struggle.
Area of Critical Need 4	Literacy attainment across grades 3-8.
Root Cause 4	Need for greater focus on culturally relevant novel student that engages students in more cognitively challenging discourse.
Area of Critical Need 5	EL students making sufficient academic progress on ACCESS and on-track.
Root Cause 5	Lack of a consistent tracking and feedback system for EL students across contents and grades in a growing Transitional Bilingual Education program.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) This metric drives long term attainment of all students in grades 3-8, ensuring our focus is always on the growth of all students across all achievement levels and contents.	Overall		70.00	75.00
	Students with IEPs		55.00	60.00
SQRP: National School Attainment Percentile - Reading (Grade 2) This has been a consistent area of need for our school and the district; focusing on grade 2 literacy boosts future skills and achievement in all grades, as well as encourages primary priorities.	Overall		36.00	41.00
	EL		36.00	41.00
SQRP: National School Attainment Percentile - Math (Grade 2) We have been increasingly focused on building teacher practice in primary Math, therefore we hope to use student data to inform future instructional coaching support and PD.	Overall		21.00	26.00
	Students with IEPs		21.00	26.00
	Overall		60.00	65.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8) As we continue to drive growth across grade levels and priority groups, we expect our strategies to specifically address EL supports in reading through our TBE program.	EL		41.00	50.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) As we continue to drive growth across grade levels and priority groups, we want a consistent focus on the success of our African American students in alignment to our school-wide theme of Equity.	Overall		65.00	70.00
	African American		35.00	45.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our leadership structures, including SLT, ILT, and PLCs, drives our discussions around school organization and staff voice. This year, we have continued our intentional focus on building leaders across all staff groups and incorporating their input into school-wide decisions.				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...	Plan and progress monitor a regular skill assessment (i.e. TRC/DIBELS) tied to our primary teaching and learning cycle through dedicated PD time; promote a Primary Coach who will create intervention plans for individual and small groups of students; train teachers, TAs, and parent volunteers on interventions through MTSS, and give feedback to the primary team on their instructional progress.
Then we see...	Targeted, differentiated instruction provided by teachers in the classroom, TAs in small groups, and parent volunteers in their activities; staff receiving regular training and feedback on their MTSS learning and implementation; a teaching and primary grades learning cycle regularly informed by skill assessment and reflective teaching.
which leads to...	2nd grade literacy attainment of 50%ile and math attainment %ile of 32%ile; increased teacher-teacher and teacher-admin trust on 5E; 90%+ progress monitoring fidelity in TRC/DIBELS at quarter intervals throughout the school year; 5 Essentials: Collaborative Practices rated 80+ - Very Strong; 5 Essentials: Collective Responsibility rated 80+ - Very Strong.
Budget Description	Additional role: Primary Coach - plan, lead, and progress monitor interventions for students across primary grades; train teachers, TAs, and parent volunteers in MTSS and instructional interventions; review and hold accountable progress monitoring assessments.
Tags	
Action steps	• (Not started) Hire/designate a Primary Coach and outline role responsibilities. Tags: • (Not started) Create a progress monitoring calendar. Tags: • (Not started) Document student needs in advance of their transition to the following school year. Tags: • (Not started) Assess and train/retrain all primary teachers on critical assessments, their use, and strategic importance to student and school improvement. Tags: • (Not started) Partner new primary teachers with mentors to promote collegial collaboration. Tags: • (Not started) Primary coach monitors progress monitoring fidelity of primary assessments, uses the data to plan and co-plan student interventions, uses PD to

	train teachers in evidence-based tier 2 intervention practices, and holds monthly parent meetings to review student performance data and learning supports. Tags:

Strategy 2

If we do...	Create school-wide expectations and protocols for productive student struggle and complex performance tasks with our vertical content teams, provide collaborative planning time for horizontal teacher teams to develop complex performance tasks, align our teaching and learning cycle to the implementation, analysis, and re-planning of these tasks, and use mentors and instructional coaches to support new teachers in this process.
Then we see...	Increased cognitive challenge and engagement from students, the use of consistent rubrics across contents and grade levels, increased fidelity to Science instructional minutes, ongoing reflection and feedback on curriculum, instruction, and assessment through the teaching and learning cycle, and frequent teacher-teacher observation for professional growth.
which leads to...	75% of 3rd-8th grade students meeting or exceeding NWEA growth targets; 90%ile school growth in 3rd-8th grade NWEA Reading and Math; 70% of 3rd-8th grade students on-track; 5 Essentials: Academic Press rated 85+ - Very Strong; 5 Essentials: Quality of Student Discussion rated 85+ - Very Strong; 5 Essentials: Teacher Influence rated 65+ - Strong; 5 Essentials: Collaborative Practices rated 80+ - Very Strong.
Budget Description	Dedicated cluster and professional development time to create (over the summer) expectations for complex performance tasks (vertically), plan together (horizontally) as teacher teams for implementation, analyze student work (in clusters), and plan for student needs. Dedicated coaches will monitor the progress of implementation.
Tags	
Action steps	(Not started) Research and collaborate to create a shared school vision for complex performance tasks and productive student struggle. Tags: (Not started) Share vision for performance tasks and student work, receive input/feedback from ILT subgroups and instructional teams. Tags: (Not started) Use summer planning time and ILT retreat to create exemplar performance tasks, grading rubrics/criteria, and pacing expectations for implementation intervals (i.e. quarterly, by unit). Tags:

	• (Not started) ILT leads train staff on performance task expectations and calendar. Planning time provided for teachers teams to make sense of new expectations and plan first tasks. Tags: • (Not started) Teachers meet in content/grade level clusters to review performance tasks created, assessment expectations/alignment, analyze student work, and plan for re-teaching. Reflection and revision of performance tasks for future implementation embedded. Tags:

Strategy 3

If we do...	Create a Grading Equity Team in order to revise our school-wide grading policy in alignment to Marquette values and CPS-CTU agreements and present/train the staff, track student data (quantitative/qualitative) between grades to share with receiving teachers through the MTSS Team/process, study and make recommendations on issues of equity within Marquette to the ILT, and share student progress and assessed needs with students and parents at regular intervals.
Then we see...	Increased teacher understanding of and fidelity to an agreed upon, equity-informed school grading policy; student understanding and ownership of their on-track status and goals; parent partnership in student academic behaviors and interventions at home.
which leads to...	70%+ schoolwide on-track, with a +/-2% between males and females, African-American and Latinx students, 5 Essentials: Peer Support for Academic Personalism rated 65+ - Strong; 5 Essentials: Teacher Influence rated 65+ - Strong; 5 Essentials: Collective Responsibility rated 85+ - Very Strong.
Budget Description	Grading Equity Team of teachers and staff to revise and improve school wide grading policy and practices. Ongoing support of the MTSS Team through ILT. Regular parent and parent-teacher meetings with the purpose of communicating key student success metrics.
Tags	
Action steps	• (Not started) Create Grading and Equity Team representative of diverse stakeholders in student assessment and grading. Tags: • (Not started) Review relevant research to grading equity, reflect on current grading policy and practices, analyze student on-track data as a team. Create revised school-wide grading policy, including plans for communication, training, and implementation. Tags:

	• (Not started) Train staff and community on school-wide grading policy. Include calendar for regular review of student grades/on-track in professional development and clusters throughout the school year. Tags: • (Not started) In regular weekly discussion with students, and quarterly conversations/training with parents, communicate the importance of on-track as high school readiness and analyze student progress toward academic success. In response to progress monitoring, use the MTSS process to refer students who are experiencing challenges for intervention. Tags:

Strategy 4

If we do...	Develop and implement a school-wide supportive and restorative practices plan inclusive of talking circles in every class and quarterly celebrations (tier 1), small support groups for students at risk (tier 2), and a Behavioral Health Team that designs targeted behavior plans and addresses school-wide needs that meets 2x/month (tier 3). Tier 2: Develop a leadership and guidance program for African-American males, in collaboration with the counseling department, staff interventionists, and outside SEL partners/researchers, that focuses on promoting positive identity and academic success.
Then we see...	The BHT leading and planning small group supports by regularly analyzing Kickboard and counseling data; ongoing PD to support teachers in implementing restorative practices like talking circles; classroom communities built on strong teacher-student and student-student relationships; student ownership over their own actions and responsibility.
which leads to...	Reduction in student behavioral infractions and teachers referring students leading to a total reduction of 15% Kickboard infractions; More equal representation of student demographic groups in Kickboard referrals (+/-5%); 70%+ schoolwide on-track, with a +/-2% between males and females, African-American and Latinx students; 5 Essentials: Peer Support for Academic Work rated 65+ - Strong; 5 Essentials: Student-Teacher Trust rated 70+ - Strong; 5 Essentials: Collective Responsibility rated 85+ - Very Strong.
Budget Description	Creation and regular meeting of the Behavioral Health Team 2x/month. Hiring/partnership with evidence-based practices organization for African-American male mentorship and success. Refocusing of security interventionists on individual student caseloads and needs.
Tags	
Action steps	• (Not started) Establish a Culture and Climate Team that consist of several stakeholders (admin, teachers, support staff, and clinicians). Team will develop a school-wide supportive/restorative plan that includes a protocol for multi-tiered restorative interventions to address students' SEL needs. Tags:

	• (Not started) The Climate and Culture Team will meet twice a month to analyze data from Kickboard(behavioral) and Dashboard(On-Track),tier students, and create and monitor action plans for students needing Tier 2 and Tier 3 interventions. Tags: • (Not started) Provide ongoing professional development for restorative practices such as: Talking Circles, Affective Language, Peace Circles, and Restorative Discipline. Tags: • (Not started) Identify external partnerships to support student mentoring groups. Tags: • (Not started) Develop a leadership and guidance program for African-American males, in collaboration with the counseling department, staff interventionists, and outside SEL partners/researchers, that focuses on promoting positive identity and academic success. Tags:

Action Plan

Strategy 1

Hire/designate a Primary Coach and outline role responsibilities.

May 01, 2020 to Jun 20, 2020 - Admin

Create a progress monitoring calendar.

Jun 01, 2020 to Jul 31, 2020 - Literacy/Primary Coaches

Document student needs in advance of their transition to the following school year.

May 01, 2020 to Jun 20, 2020 - Primary teachers

Assess and train/retrain all primary teachers on critical assessments, their use, and strategic importance to student and school improvement.

Aug 01, 2020 to Aug 31, 2020 - Literacy/Primary Coaches

Partner new primary teachers with mentors to promote collegial collaboration.

May 01, 2020 to Jun 20, 2020 - SLT

Primary coach monitors progress monitoring fidelity of primary assessments, uses the data to plan and co-plan student interventions, uses PD to train teachers in evidence-based tier 2 intervention practices, and holds monthly parent meetings to review student performance data and learning supports.

Sep 07, 2020 to Jun 18, 2021 - Primary Coach, SLT

Strategy 2

Research and collaborate to create a shared school vision for complex performance tasks and productive student struggle.

May 01, 2020 to Jun 20, 2020 - SLT

Share vision for performance tasks and student work, receive input/feedback from ILT subgroups and instructional teams.

Jun 22, 2020 to Jul 17, 2020 - SLT & ILT

Use summer planning time and ILT retreat to create exemplar performance tasks, grading rubrics/criteria, and pacing expectations for implementation intervals (i.e. quarterly, by unit).

Jul 13, 2020 to Aug 14, 2020 - SLT & ILT

ILT leads train staff on performance task expectations and calendar. Planning time provided for teachers teams to make sense of new expectations and plan first tasks.

Aug 17, 2020 to Sep 04, 2020 - ILT, teacher grade level teams

Teachers meet in content/grade level clusters to review performance tasks created, assessment expectations/alignment, analyze student work, and plan for re-teaching. Reflection and revision of performance tasks for future implementation embedded.

Sep 07, 2020 to Jun 18, 2021 - Instructional Coaches, all teachers

Strategy 3

Create Grading and Equity Team representative of diverse stakeholders in student assessment and grading.

May 01, 2020 to Jun 19, 2020 - Admin

Review relevant research to grading equity, reflect on current grading policy and practices, analyze student on-track data as a team. Create revised school-wide grading policy, including plans for communication, training, and implementation.

Jun 22, 2020 to Jul 17, 2020 - Grading & Equity Team

Train staff and community on school-wide grading policy. Include calendar for regular review of student grades/on-track in professional development and clusters throughout the school year.

Aug 03, 2020 to Sep 04, 2020 - Grading & Equity Team

In regular weekly discussion with students, and quarterly conversations/training with parents, communicate the importance of on-track as high school readiness and analyze student progress toward academic success. In response to progress monitoring, use the MTSS process to refer students who are experiencing challenges for intervention.

Sep 07, 2020 to Jun 18, 2021 - Grading & Equity Team, MTSS Team

Strategy 4

Establish a Culture and Climate Team that consist of several stakeholders (admin, teachers, support staff, and clinicians). Team will develop a school-wide supportive/restorative plan that includes a protocol for multi-tiered restorative interventions to address students' SEL needs.

May 01, 2020 to Jun 19, 2020 - Admin/ILT

The Climate and Culture Team will meet twice a month to analyze data from Kickboard(behavioral) and Dashboard(On-Track),tier students, and create and monitor action plans for students needing Tier 2 and Tier 3 interventions.

Sep 07, 2020 to Jun 18, 2021 - CCT

Provide ongoing professional development for restorative practices such as: Talking Circles, Affective Language, Peace Circles, and Restorative Discipline.

Sep 07, 2020 to Jun 18, 2021 - CCT

Identify external partnerships to support student mentoring groups.

Jun 19, 2020 to Aug 14, 2020 - Admin/CCT

Develop a leadership and guidance program for African-American males, in collaboration with the counseling department, staff interventionists, and outside SEL partners/researchers, that focuses on promoting positive identity and academic success.

Aug 03, 2020 to Aug 28, 2020 - CCT/Partner

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 CIWP conducts a school wide assessment every two years to determine the areas of need within the school and action steps for improvement. Admin and staff analyze interim, and summative data during cycles to determine additional areas of need for staff and students. SLT analyze student data regularly to determine professional development and additional student supports.

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

Marquette facilitates school wide professional development as well as weekly team meetings focused on research based and high leverage instructional strategies to support student achievement. During weekly professional development teachers engage in student data analysis, peer observation, and collaborative planning. Marquette teachers received individual coaching to increase student achievement.

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.

Marquette uses small group instruction to satisfy the different modalities for a variation of learners. In addition to small group instruction a number of culturally relevant text are adopted within the curricular resources. For students in our TBE program teachers collaborate to create units of studies, which most aligns to their learning interests and supports our philosophy to bridge Spanish to English or vice versa.

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).

Marquette students are given several different layers of supports to meet both SEL and academic needs. Tier 1 supports are inclusive of daily emotional check-ins during community circles,SEL classes and school wide morning meetings with an IB character trait focus. Tier 2 services includes small group counselors, clinicians, and SGA for small group sessions focusing on specific topics that may impede the learning experience. Tier 3 are external mentorships, Esperanza, and system of care supports.

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

Marquette serves as a teacher training site within the AUSL network for resident educators. In partnership with AUSL, Marquette teachers train and mentor novice teachers. In addition, Marquette provide an induction program/training to teachers that are new to Marquette or the teaching career.

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.

Marquette uses a cyclical DDI professional development for teachers weekly that supports collaborative planning, and observation. Each teacher is given a coach to supports their particular professional needs as identified by both admin and teacher. Teachers are also able to opt into learning opportunities that extends beyond weekly and cluster meetings such as planning parties, network pd, and opportunities for growth that teachers may find beneficial. Marquette's AP and DL case manager supports DL teachers in providing scaffolds, differentiation, and other supportive measures to address specific needs within a students IEP.

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

There are a number of outreach platforms used to reach our families such as DOJO, REMIND, Bi-Weekly Newsletters, and the school's website. In addition, we host several after school family nights such as literacy, STEAM, and Math nights. We also have an active PAC/BAC, parent mentoring, and LSC.

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.

Marquette hosts kick off to Kindergarten summer learning program for all incoming Kindergarten students to proactively support Pre-K students in transition to Kindergarten. Kindergarten teachers teach their students SEL and academic skills needed for a strong start to Kindergarten.

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 meet bi-weekly to discuss learning tasks/ assessments to determine the ongoing instructional needs for students. Teachers also leverage interim, formative, and summative assessments to consistently adjust learning scope and sequence within each core content.

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.

Marquette provides before and after school opportunities for students that need extra support. Marquette's AP and case manager supports DL teachers in providing scaffolded instruction to meet the multiple needs fo students.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing

> **programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**
>
> Marquette will continue a number of partnerships such as City Year, Parent Mentors, Systems of Care, and External Mentorships to increase the likelihood of post secondary success.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

> **Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.**
>
> Parents/Guardians have the opportunity to jointly develop, review and revise our Title I school parental involvement plan and policy. These stakeholders are also encouraged to play an active role in our school review and improvement process, through our Parent and Bilingual Advisory Council (PAC & BAC), which meet each month. This is accomplished through our annual meeting that is held at the beginning of the school year by the end of September. In addition, we host a BOY open house where each grade level also creates a presentation to introduce parents to the curriculum, instruction, and expectations for classroom participation and engagement quarterly. Parents are also engaged through monthly LSC/BAC/PAC meetings that include workshops geared towards' parents interests and needs as well as the needs of their students (i.e. Our MTSS process, how we use NWEA scores). Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly flyers sent home with students, the bi-weekly Family Newsletter, the school website (marquettemustangs.org), and through Remind.com.

> **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

The school provides information in a timely manner through our annual organizational meeting that is held at the beginning of the school year. A English/Spanish presentation is shared and parents are given sample items of student curriculum and assessment tools. Parents are provided with a school handbook that describes grade/assignment weights, assessment calendars and district promotion policies. We plan to have the Title 1 Annual Meeting and the Title 1 Organizational Meeting on the same date because our parents prefer this to multiple meetings. This coming school year, it is scheduled for September 29th, 2020.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school provides provides regular opportunities for parents to meet and participate in school life at our monthly LSC/PAC/BAC meetings that will also provide a variety of workshops for parents as well. Parents/Guardians are informed of our monthly LSC/PAC/BAC meetings in several ways: monthly newsletter sent home with students, phone calls made each month, and half sheet reminders sent home with students and, in some cases, mailed home. Parent feedback regularly informs our bi-monthly Senior Leadership Team (SLT) meetings as we respond to emerging needs as communicated by our parents.

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.

The school reviews all NWEA and mCLASS data at report card pick-up dates and provides parents a report of their child's performance on the State assessment (PARCC) in math and language arts and reading at the report card Pick-up Day that is nearest to when the results were received.

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

The school provides timely notice of when a child is being taught by a teacher who is not highly qualified by mailing a notice home. In some cases, such as diverse learners, the parents will additionally receive a phone call from the case manager to explain our plan as to how the student?s educational needs are being met despite the lack of a highly qualified teacher.

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 through our annual meeting that is held at the beginning of the school year. In addition, each grade level also hosts a special parent meeting designed to introduce parents to the curriculum, instruction, and expectations for classroom participation and engagement quarterly as part of our Back-to School open house. Parents are also engaged through monthly LSC/PAC meetings that include workshops geared towards' parents interests and needs. Parents/Guardians are informed of our monthly PAC meetings in several ways: monthly flyers sent home with students, Remind.com messages, the school website, and half-sheet reminders sent home with students.

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 is accomplished through our annual open house meeting that is held at the beginning of the school year. In addition three content nights (Science, Literacy and Math) will be conducted to provide families with hands-on experiences to support learning at home. BAC/PAC funded workshops also facilitate parent learning for topics of interest to parents.

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 will be accomplished by providing faculty and staff with training in how to work with parents/guardians during the summer professional development sessions, with updated information at the school improvement days. Additionally, faculty/staff who need individual coaching in conferencing and partnering with parents/guardians will be provided this coaching/training by the administrator who is directly responsible for them.

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.

This is accomplished through monthly PreK parent meetings engage parents in learning opportunities specifically geared to early childhood education. Parents are provided with a weekly newsletter and are given interactive homework to be completed along with their child.

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.

We achieve this through ensuring that all communications, oral and written, are provided in both English and Spanish. We have over 15 staff members who are available for providing translating support for in-person meetings.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<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>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)
N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

We achieve this by departmentalizing all classrooms in Grades 3 - 8 so teachers can lead instruction in their strength content areas. All teachers have received over 60 hours of professional development in their content area as well as in leading instruction for special populations (bilingual, special education, middle school, and primary) and will participate in PLCs with content area peers to extend their learning and to examine their practice. Classroom enrichment will include the incorporation of Engage NY Expeditionary Learning and Eureka Math extension activities, Facing History, and Writing to Learn strategies in instruction daily. Enrichment during the school day will include Spanish language instruction, Art, Music, Dance Instruction, and Fuse Science Lab. We also utilize personalized learning programs such as IXL, Khan academy and HMH Read 180, System 44 and iRead and FASTT Math programs to increase opportunities for targeted teaching for all students. Our mission: At the Marquette School of Excellence, we are committed to providing all students access to a high quality education that embraces and enhances intercultural understanding and respect. By establishing an inclusive Marquette School community, we will build trust, provide support, and promote life-long learning and success for all students, families, and staff. We believe that every child, every day will exemplify: Scholarship, Leadership and Stewardship!

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 holds parent-teacher conferences two times a year on the dates determined by the school district. Additionally, parents will be invited to attend conferences for students in benchmark grades where proficiency is not being achieved and retention is imminent.

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 provides parents with frequent reports on their children's progress: Parents/Guardians will receive formal progress reports every five weeks from the school. Parents also have daily access to Aspen using their district-issued login. Teachers will be required to plan weekly assessments as part of their instructional cycle and record the results of those assessments each week.

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

The school provides parents and guardians access to staff by allowing parents to contact staff to request appointments to meet during teachers' preparation periods, before school and after-school. If parents are unavailable during these times, the school provides classroom coverage to enable the parent and teacher to meet briefly.

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.

The school encourages parents to volunteer and to participate, and even to observe/shadow in classroom activities. We ask that parents notify the school of their intentions to do any of the above activities so we may best accommodate them. Additionally, the school has and will continue to support a robust parent mentor program in partnership with Southwest Organizing Project (SWOP).

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

Parents are encouraged to assist in their child's learning by monitoring attendance, attending special events at school, attending Parent Teacher Conferences, ensuring homework completion, and checking online Aspen. The administration and the BAC/PAC also provide multiple workshops and curriculum nights for parents to learn more about the curriculum and how that can assist their students with learning at home.

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 participate in decisions affecting the education of their children through our bilingual and parent advisory councils (BAC/PAC). The BAC and PAC meet on the same day of each month (to be determined by participants) and works on various activities to support the school's mission. Additionally, parents are encouraged to be involved with their students education by attending conferences, reading newsletters, and partnering with teachers to help develop individualized plans as needed.

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

Students will routinely engage in metacognitive analysis of their learning, thinking about their mistakes and what they can learn from them, setting personal learning targets and monitoring those targets. The school and district use On-Track, a metric inclusive of grades and attendance, to message the importance of high school readiness to students and improve their ownership over their progress. Kickboard is used to measure student behaviors, especially positive, to earn points for Fun Friday and other incentives.

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 of the Marquette PAC is to build our family involvement in multiple aspects of school life, and to support families in their ability to provide a supportive learning environment for their students. This often involves helping families to secure supports for parents and guardians as well as students and we do so in many ways: parent workshops on finance, mental health supports, strategies to improve communication with teachers, how to support students at home with the curriculum and fostering healthy reading habits. We have a robust Parent Mentor program that brings parents into the to classrooms as additional resource for the teachers and students. Additionally, our school is a community school that partners with

community organizations to provide wrap- around services for our families, for example the Esperanza Health Clinic and the Greater Chicago Food Depository Healthy Kids Market. Parents from the PAC support these organizations at the school and benefit from them as well.

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.	$4000.00
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.	$1000.00
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)	$500.00
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.	$500.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00

55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$1000.00