

Louis A Agassiz Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/13/2020		SEF Averages and Evidence
02/18/2020		SEF Critical Needs and Goals

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)
 - 3 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:** Parent feedback and parent sessions to share State of the School, CIWP updates, restorative practices, IB vision and programming. Promotional materials in print and on website. Teacher teams provide input weekly.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Teacher teams create schedules. PD calendars shared at start of year and aligned with CIWP. Teacher teams support interviewing. Over 90% teacher retention rate. Community supports building with Hope for the Day and Lurie Pilot but looking to build more.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 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
 - 3 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:** PD plan aligns to CIWP. Teachers select PD and school helps fund based on need and interest. PD built into collaborative grade level team meetings. Realignment of scope and sequence in Reading and Math. Ordering new text to support culturally relevant teaching happening currently. MTSS grade level teams to track student progress academically and SEL.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 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:** Need to incorporate student learning goals. Flexible grouping present in Literacy but need to increase in math. Teacher to teacher observations. School visits and observations at other sites.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners

- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teacher created assessments that are formative and summative. Assessments aligned to units. Alignment of grading practices across grade bands and common practices across school. Grading practices need to improve in terms of timing of when entered and reflection of current progress. IB units are being developed and redeveloped with feedback.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 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)

- 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)
- 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS team in place. Need more consistent meeting time designated to review process and tracking if interventions are working. Better way to share and track progress between tiers and when further support is needed. Creation of an MTSS handbook would be beneficial addition to have all documents in one place and aligned.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Alumni visit and talk with students and parents about process and success or challenges in high school. Counselor hosts family sessions on process and aides both students and families in applying. Need to create advisory for all middle school to teacher skills for students to self monitor and create goals/plans.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Green on five essentials. SEL team working to create student surveys for more ongoing check in.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Student council from 3rd and up. IB Ambassadors. Peer counseling. Student led tours. WE organization, student LSC presentations, Gives Back Week. Inquiry fairs. Would like to continue working on authentic student projects and engagement opportunities.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 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:** Utilize SEF, staff, parent and student surveys throughout the year. Use Domain 2 as an indicator for Admin to direct support and/or PD.
- 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 for more trauma based supports and ways to ensure discipline systems are supporting the root cause of behavior. Green on 5 Essentials. Tracking of are the interventions and supports working.
- 4 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 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:** Events are well publicized. Parents are encouraged to attend information sessions with admin, fairs to see current student work. Weekly Blast. Weekly Principal Post. Teacher websites and school websites. Fundraising alignment with CIWP and the LSC Strategic Plan. Agassiz Accolades to recognize student accomplishments. Student Council facts and announcements to highlight different diversity months.

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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate Each year we strive to hit 96% and we have not done so. This year we actually went down so we want to do better overall with outreach. We will specific work to engage families of students with IEP's.	Overall		96.00	97.00
	Students with IEPs		94.00	96.00
Vision: NWEA Growth G3-8 (Math) We see subgroups that have not met growth targets but overall also saw decline. Action items will include subgroup focus but goal is for all.	Overall		60.00	70.00
	African American Male		40.00	60.00
	Overall		70.00	80.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) We see subgroups that have not met growth targets but overall also saw decline. Action items will include subgroup focus but goal is for all.	African American Male		60.00	80.00
(Blank)				
(Blank)				

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 We are well organized on the 5Essentials. We would like to see the area in light green turn dark green and the student metrics continue to increase as well.					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we provide equitable instructional supports on SEL strategies for the school community through staff professional development, student involvement, and parent education,
Then we see...	then we will see, students who will be more equipped to resolve conflict and make responsible choices
which leads to...	which leads to student ownership and engagement, as well rounded contributing members of a global society.

Budget Description	We fund a part time restorative practice coordinator. We are participating in a pilot with Lurie's Hospital on Trauma Responsive Schools. Grade level team meetings will be used to monitor effectiveness and consistency. Professional Development with Teaching with Tolerance is being conducted. Staff is participating in Responsive Classroom training.
Tags	CBE: SEL Integration
Action steps	<ul style="list-style-type: none"> • (Not started) Research opportunity for PD on Educator and Personal Bias and how they can impact practice and effectiveness. Tags: • (Not started) Trauma-based supports will be identified using OSEL and community partners (Lurie's Trauma Sensitive Pilot) Tags: • (Not started) Create staff survey with regard to supporting students SEL needs Tags: • (Not started) Continuum of SEL supports (responsive classroom, modeling, reflection, restoration) and steps needed for school wide consistency will be explored, created, and implemented Tags: • (Not started) Continue responsive classroom development and implementation to ensure efficacy and school-wide understanding of strategies Tags: • (Not started) Model restorative practices for students Tags: • (Not started) Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school. Tags: • (Not started) Conduct parent meetings to review and model both school-wide and classroom restorative practices Tags: • (Not started) Restorative practices breakdown by Intervention Tier including menu of options, for staff

Tags:

- (Not started) Restorative practices breakdown by grade band including menu of options, for staff

Tags:

- (Not started) Create restorative practices handbook for students and families

Tags:

- (Not started) Maintain restorative practice coordinator position

Tags:

- (Not started) Structure opportunities for restorative practice coordinator to educate teachers and parents on restorative practices used at Agassiz

Tags:

- (Not started) Incorporate use of check-ins with restorative practice coordinator and students in need of further support

Tags:

- (Not started) Participate in the Lurie's Trauma Sensitive Pilot (Train the Trainer after initial data gathering) in order to further understand the impact trauma induced events have on students academic and social emotional learning

Tags:

- (Not started) Research opportunities for staff professional development on trauma sensitive approaches/development including funding, timeline and feasibility

Tags:

- (Not started) Make SEL systems visible and transparent in the building in order to enhance student understanding of these approaches

Tags:

- (Not started) Engage students in modeling Bulldog Behavior through school-wide PSA's, videos, visual artwork etc. and utilize the products to support overall climate and culture of the school

Tags:

	<ul style="list-style-type: none"> (Not started) Further develop counseling program (develop schedules, facilitate Climate and Culture team meetings, support students with Zone of regulation) to strengthen student's academic, social emotional and career goals. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) The Self-Assessment of Multi-Tiered System of Supports Implementation (SAM) will be completed by the MTSS and/or ILT teams quarterly. The results will be used to guide meaningful conversations with and promote a common understanding among staff. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) The school routinely collects data on students' social and emotional skills, mindsets, and/or perceptions of the school. The data will be analyzed and shared with teachers and other stakeholders and used to guide decision making related to students and families <p>Tags:</p>
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Strategy 2

If we do...	If we implement equitable and consistent progress monitoring cycles,
Then we see...	then we will be able to adjust interventions and instruction,
which leads to...	which leads to efficacy of all student's academic and social emotional development.
Budget Description	We pay a half time staff member to help coordinate interventions. We are sending teachers to PD on Reading and Math Guided Groups and Differentiation. We will use GLT for monitoring intervention cycles. We will use student incentive funds to help with the new attendance plan geared at increasing attendance rates.
Tags	MTSS, CBE: SEL Integration, Equity: Inclusive Partnerships, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> (Not started) Develop school-based team to oversee and facilitate the implementation of progress monitoring cycles <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Research Primary level (K-2) math assessment and progress monitoring tools <p>Tags:</p>

- (Not started) Create schedule with interventionists to facilitate academic interventions

Tags:

- (Not started) Provide opportunities for interventionists to collaborate with the classroom teachers on student needs and progress

Tags:

- (Not started) Implement 6 week progress monitoring cycles for academic and behavioral interventions to ensure their fidelity and efficacy

Tags:

- (Not started) Create school-wide tool to monitor intervention cycles

Tags:

- (Not started) Implement school-wide tool documenting progression through tiers of supports and outlining potential interventions and timelines

Tags:

- (Not started) Explore models for incorporation intervention/enrichment block into school-wide schedule

Tags:

- (Not started) Utilize co-teaching models to ensure small group, tiered, differentiated instruction

Tags:

- (Not started) Implement consistent guided reading groups to enhance literacy workshops

Tags:

- (Not started) Align Math Blocks to allow for Standards Based practices and use a workshop model to allow for differentiation and incorporate mini-lesson, paired practice, small group instruction

Tags:

- (Not started) Explore models for increasing school-wide attendance

Tags:

	<ul style="list-style-type: none"> • (Not started) Work with targeted families to improve attendance <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Advisory with Staff to look at ASPEN Weekly in 6-8th grade, create student based goals, contracts, reach out to counselor to achieve goal/on track or incentive <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create incentive every 5 weeks for 6-th Advisory to attain <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Attendance Tiered Intervention, counselor (individual goals, parent contact, incentives) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) MTSS communication templates explaining Tiers for Academic and SEL <p>Tags:</p>
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Strategy 3

If we do...	If we enhance student voice, choice, and ownership in an equitable manner,
Then we see...	then we will see more meaningful and personalized student engagement and community involvement,
which leads to...	which leads to increased student performance and understanding of student learning.
Budget Description	We use extended day buckets for staff to facilitate clubs and after school programs such as Debate, Battle of the Books, Student Council, etc. We apply and have received for three years the OST grant. We incorporate field trips into learning for differentiated and real world experiences.
Tags	Student Voice, Engagement, and Civic Life, Arts Education: Authentic Arts Integration
Action steps	<ul style="list-style-type: none"> • (Not started) Develop school based team to identify equitable opportunities for increased voice, choice, and ownership across the school. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Formalize school wide systems and strategies to ensure student goal setting is in alignment with IB ATL skills and students' self-reflections.

Tags:

- (Not started) Explore and increase equitable opportunities for student voice, choice, and ownership at the school level through student surveys and focus groups.

Tags:

- (Not started) Identify and implement classroom-based opportunities for increasing student voice, choice, and ownership across grade bands.

Tags:

- (Not started) Implement student-led conferences with K-8 students twice a year.

Tags:

- (Not started) Expand opportunities for students in 3rd-8th grade to participate in Student Council.

Tags:

- (Not started) Expand opportunities for IB Classroom Ambassadors to share their learning with the community through school tours and parent presentations.

Tags:

- (Not started) Maintain and continue Peer counselor program.

Tags:

- (Not started) Maintain a variety of extracurricular opportunities to build on student talents and interests such as debate, battle of the books, yearbook

Tags:

- (Not started) Incorporate quarterly process- focused fair to highlight the process-based student learning for the school community and provide authentic opportunities for students to reflect on their own learning across the school day.

Tags:

- (Not started) Utilize Student Council and IB Ambassadors to create diversity awareness activities and school-wide initiatives celebrating and educating peers on issues relating to diversity, social awareness, and becoming community activists

Tags:

	<ul style="list-style-type: none"> • (Not started) Enhance and shift field trip opportunities to "field experiences" in alignment with units of inquiry, increasing students' real-world experiences. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Expand opportunities for students to apply their learning to the real-world, beyond classroom based assignments and to take action as a result of their learning. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Explore the incorporation of a Student Voice Committee, looking toward high school and middle school examples in CPS. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Student surveys (age appropriate) throughout the year <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Maintain student voice in arts integrated projects and performances to demonstrate increased ownership in their learning <p>Tags:</p>
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Strategy 4

If we do...	If we continue to develop and implement inquiry based units designed to meet the specific academic and social emotional needs of our diverse student body,
Then we see...	then we will see greater alignment across programs,
which leads to...	which leads to a progression of learning.
Budget Description	We are purchasing cultural relevant text for student use and to support IB units of study. We are purchasing variety of PD text for staff on Bias and Cultural Relevance. We are sending staff to PD with Teaching with Tolerance. We are purchasing PD materials for staff on increasing Math integration and complexity. We have a grant with Northwestern and pay a fee annually to facilitate our FUSE lab and Design program. We have sub buckets to support class visits and instructional rounds. We have extended buckets to utilize for planning.
Tags	Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB
Action steps	<ul style="list-style-type: none"> • (Not started) Develop school based team to monitor the development of IB units and the efficacy of instruction in alignment IB standards and practices.

Tags:

- (Not started) Continue to write and revise units of inquiry, looking towards the new IB standards and practices, as well as student reflections and feedback from colleagues and peers.

Tags:

- (Not started) Begin vertical and horizontal alignment of PYP/MYP essential elements, including ATL skills, Learner Profile attributes, and Key/Related Concepts.

Tags:

- (Not started) Develop and implement formative assessments to determine the impact on student learning, including rubrics, reflections, and observation tools.

Tags:

- (Not started) Explore, write, and incorporate IB aligned assessments into units of inquiry.

Tags:

- (Not started) Explore, write, and teach IB Math units of inquiry with a focus on problem solving, investigation, and critical thinking.

Tags:

- (Not started) Design the cycle for instructional rounds or learning walks to gather peer feedback on best practice across content and grade levels

Tags:

- (Not started) Using the problem of practice protocol, incorporate video lessons into teacher discussions on classroom practice and instruction.

Tags:

- (Not started) Explore and develop PYP formative and summative assessments aligned with the new PYP standards and practices.

Tags:

- (Not started) Explore partnerships and professional development with other schools who have done work around addressing Bias and Cultural Relevance/Diversity

Tags:

	<ul style="list-style-type: none"> • (Not started) Professional development on Inquiry Based approaches to learning Tags: • (Not started) Provide parent session to demonstrate inquiry cycle Tags: • (Not started) Create a Butterfly garden for inquiry and observation Tags: • (Not started) Procure or design Math Talk PD for implementation Tags: • (Not started) Maintain FUSE lab and partnership Tags: • (Not started) Expand Design programming through materials, grade level offerings and after school opportunities Tags: • (Not started) Create process for implementation of language tracks Tags: • (Not started) Implement language tracks for Grades 3-8 Tags:
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Action Plan

Strategy 1

Research opportunity for PD on Educator and Personal Bias and how they can impact practice and effectiveness.

Jul 01, 2020 to Aug 31, 2020 - Admin/Restorative Team

Trauma-based supports will be identified using OSEL and community partners (Lurie's Trauma Sensitive Pilot)

Jul 01, 2020 to Dec 31, 2020 - Admin/Restorative Team

Create staff survey with regard to supporting students SEL needs

Aug 03, 2020 to Aug 28, 2020 - Restorative Team

Continuum of SEL supports (responsive classroom, modeling, reflection, restoration) and steps needed for school wide consistency will be explored, created, and implemented

Jul 01, 2020 to Aug 31, 2020 - Admin/Restorative Team

Continue responsive classroom development and implementation to ensure efficacy and school-wide understanding of strategies

Sep 01, 2020 to Dec 31, 2020 - Admin/Restorative Team

Model restorative practices for students

Sep 01, 2020 to Jun 18, 2021 - All staff

Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.

Sep 01, 2020 to Jun 17, 2022 - All staff

Conduct parent meetings to review and model both school-wide and classroom restorative practices

Oct 05, 2020 to Jun 18, 2021 - Admin/Restorative Practice Coordinator

Restorative practices breakdown by Intervention Tier including menu of options, for staff

Jul 01, 2020 to Aug 31, 2020 - Admin/Restorative Team

Restorative practices breakdown by grade band including menu of options, for staff

Jul 01, 2020 to Aug 31, 2020 - Admin/Restorative Team

Create restorative practices handbook for students and families

Jul 01, 2020 to Aug 21, 2020 - Admin/Restorative Practice Coordinator/Restorative Team

Maintain restorative practice coordinator position

Jul 01, 2020 to Jun 30, 2022 - Admin

Structure opportunities for restorative practice coordinator to educate teachers and parents on restorative practices used at Agassiz

Aug 10, 2020 to Jun 17, 2022 - Admin/Restorative Practice Coordinator

Incorporate use of check-ins with restorative practice coordinator and students in need of further support

Sep 01, 2020 to Jun 17, 2022 - Admin/Restorative Practice Coordinator

Participate in the Lurie's Trauma Sensitive Pilot (Train the Trainer after initial data gathering) in order to further understand the impact trauma induced events have on students academic and social emotional learning

Jul 01, 2020 to Jun 30, 2021 - Admin/Trauma team

Research opportunities for staff professional development on trauma sensitive approaches/development including funding, timeline and feasibility

Jul 01, 2020 to Aug 28, 2020 - Admin/Restorative Team

Make SEL systems visible and transparent in the building in order to enhance student understanding of these approaches

Aug 24, 2020 to Jun 17, 2022 - All Staff

Engage students in modeling Bulldog Behavior through school-wide PSA's, videos, visual artwork etc.and utilize the products to support overall climate and culture of the school

Jan 04, 2021 to Jun 18, 2021 - Restorative Team

Further develop counseling program (develop schedules, facilitate Climate and Culture team meetings, support students with Zone of regulation) to strengthen student's academic, social emotional and career goals.

Jan 04, 2021 to Jun 18, 2021 - Counselor

The Self-Assessment of Multi-Tiered System of Supports Implementation (SAM) will be completed by the MTSS and/or ILT teams quarterly. The results will be used to guide meaningful conversations with and promote a common understanding among staff.

Oct 05, 2020 to Jun 17, 2022 - Restorative Team

The school routinely collects data on students' social and emotional skills, mindsets, and/or perceptions of the school. The data will be analyzed and shared with teachers and other stakeholders and used to guide decision making related to students and families

Oct 09, 2020 to May 27, 2022 - Admin/Restorative Team

Strategy 2

Develop school-based team to oversee and facilitate the implementation of progress monitoring cycles

Jul 06, 2020 to Jul 10, 2020 - Admin

Research Primary level (K-2) math assessment and progress monitoring tools

Sep 07, 2020 to Oct 30, 2020 - MTSS Team

Create schedule with interventionists to facilitate academic interventions

Oct 05, 2020 to Oct 30, 2020 - Admin/MTSS Intervention Coordinator

Provide opportunities for interventionists to collaborate with the classroom teachers on student needs and progress

Nov 02, 2020 to Jun 17, 2022 - Admin/MTSS Intervention Coordinator

Implement 6 week progress monitoring cycles for academic and behavioral interventions to ensure their fidelity and efficacy

Oct 12, 2020 to Jun 17, 2022 - Admin/MTSS Team

Create school-wide tool to monitor intervention cycles

Aug 03, 2020 to Aug 21, 2020 - Admin/MTSS Team

Implement school-wide tool documenting progression through tiers of supports and outlining potential interventions and timelines

Oct 30, 2020 to Jun 17, 2022 - MTSS Team

Explore models for incorporation intervention/enrichment block into school-wide schedule

Jul 06, 2020 to Jul 31, 2020 - Admin/MTSS Team

Utilize co-teaching models to ensure small group, tiered, differentiated instruction

Sep 07, 2020 to Jun 17, 2022 - Admin

Implement consistent guided reading groups to enhance literacy workshops

Oct 05, 2020 to Jun 18, 2021 - Admin

Align Math Blocks to allow for Standards Based practices and use a workshop model to allow for differentiation and incorporate mini-lesson, paired practice, small group instruction

Sep 07, 2020 to Jun 18, 2021 - Admin

Explore models for increasing school-wide attendance

Jul 06, 2020 to Aug 28, 2020 - Counselor/MTSS Team

Work with targeted families to improve attendance

Sep 07, 2020 to Jun 17, 2022 - Counselor

Advisory with Staff to look at ASPEN Weekly in 6-8th grade, create student based goals, contracts, reach out to counselor to achieve goal/on track or incentive

Aug 03, 2020 to Jun 17, 2022 - MTSS Team

Create incentive every 5 weeks for 6-th Advisory to attain

Aug 03, 2020 to Jun 17, 2022 - Admin/MS Team

Attendance Tiered Intervention, counselor (individual goals, parent contact, incentives)

Jul 06, 2020 to Aug 21, 2020 - Counselor

MTSS communication templates explaining Tiers for Academic and SEL

Aug 24, 2020 to Sep 25, 2020 - MTSS Team

Strategy 3

Develop school based team to identify equitable opportunities for increased voice, choice, and ownership across the school.

Jul 06, 2020 to Jul 17, 2020 - Admin

Formalize school wide systems and strategies to ensure student goal setting is in alignment with IB ATL skills and students' self-reflections.

Jan 04, 2021 to Feb 26, 2021 - IB Coordinators

Explore and increase equitable opportunities for student voice, choice, and ownership at the school level through student surveys and focus groups.

Oct 05, 2020 to Dec 31, 2020 - IB Coordinators/SV Team

Identify and implement classroom-based opportunities for increasing student voice, choice, and ownership across grade bands.

Sep 07, 2020 to Dec 25, 2020 - IB Coordinators/SV Team

Implement student-led conferences with K-8 students twice a year.

Nov 02, 2020 to Jun 17, 2022 - All Staff

Expand opportunities for students in 3rd-8th grade to participate in Student Council.

Sep 07, 2020 to Sep 25, 2020 - SV Team

Expand opportunities for IB Classroom Ambassadors to share their learning with the community through school tours and parent presentations.

Oct 05, 2020 to Jun 17, 2022 - SV Team

Maintain and continue Peer counselor program.

Sep 07, 2020 to Jun 17, 2022 - Counselor

Maintain a variety of extracurricular opportunities to build on student talents and interests such as debate, battle of the books, yearbook

Sep 07, 2020 to Jun 17, 2022 - Admin/SV Team

Incorporate quarterly process- focused fair to highlight the process-based student learning for the school community and provide authentic opportunities for students to reflect on their own learning across the school day.

Nov 02, 2020 to Jun 17, 2022 - SV Team

Utilize Student Council and IB Ambassadors to create diversity awareness activities and school-wide initiatives celebrating and educating peers on issues relating to diversity, social awareness, and becoming community activists

Sep 07, 2020 to Jun 17, 2022 - SV Team

Enhance and shift field trip opportunities to "field experiences" in alignment with units of inquiry, increasing students' real-world experiences.

Sep 28, 2020 to Jun 17, 2022 - IB Coordinator/SV Team

Expand opportunities for students to apply their learning to the real-world, beyond classroom based assignments and to take action as a result of their learning.

Jan 04, 2021 to Jun 18, 2021 - IB Coordinators/SV Team

Explore the incorporation of a Student Voice Committee, looking toward high school and middle school examples in CPS.

Jan 04, 2021 to Jun 18, 2021 - SV Team

Student surveys (age appropriate) throughout the year

Sep 07, 2020 to Jun 17, 2022 - SV Team/All staff

Maintain student voice in arts integrated projects and performances to demonstrate increased ownership in their learning

Nov 02, 2020 to Jun 17, 2022 - Fine Arts Team/SV Team

Strategy 4

Develop school based team to monitor the development of IB units and the efficacy of instruction in alignment IB standards and practices.

Jul 01, 2020 to Jul 31, 2020 - Admin

Continue to write and revise units of inquiry, looking towards the new IB standards and practices, as well as student reflections and feedback from colleagues and peers.

Aug 03, 2020 to Jun 17, 2022 - IB Coordinator

Begin vertical and horizontal alignment of PYP/MYP essential elements, including ATL skills, Learner Profile attributes, and Key/Related Concepts.

Jul 05, 2021 to Jun 17, 2022 - IB Coordinator

Develop and implement formative assessments to determine the impact on student learning, including rubrics, reflections, and observation tools.

Aug 03, 2020 to Jun 17, 2022 - Curriculum Team

Explore, write, and incorporate IB aligned assessments into units of inquiry.

Jan 04, 2021 to Jun 18, 2021 - IB Coordinators

Explore, write, and teach IB Math units of inquiry with a focus on problem solving, investigation, and critical thinking.

Jan 04, 2021 to Jun 18, 2021 - IB Coordinators

Design the cycle for instructional rounds or learning walks to gather peer feedback on best practice across content and grade levels

Jul 06, 2020 to Aug 28, 2020 - Admin/Curriculum Team

Using the problem of practice protocol, incorporate video lessons into teacher discussions on classroom practice and instruction.

Jan 04, 2021 to Jun 18, 2021 - Admin Team/Curriculum Team

Explore and develop PYP formative and summative assessments aligned with the new PYP standards and practices.

Jul 05, 2021 to Jun 17, 2022 - IB Coordinator

Explore partnerships and professional development with other schools who have done work around addressing Bias and Cultural Relevance/Diversity

Sep 07, 2020 to Jun 18, 2021 - Admin/PLC Group

Professional development on Inquiry Based approaches to learning

Aug 31, 2020 to Jun 18, 2021 - Admin/PLC Group

Provide parent session to demonstrate inquiry cycle

Oct 05, 2020 to Jun 18, 2021 - IB Coordinators

Create a Butterfly garden for inquiry and observation

Jul 06, 2020 to Jun 17, 2022 - Admin/Curriculum Team

Procure or design Math Talk PD for implementation

Jan 04, 2021 to Jun 18, 2021 - Admin/Curriculum Team

Maintain FUSE lab and partnership

Jul 01, 2020 to Jun 17, 2022 - Admin/Design Teacher

Expand Design programming through materials, grade level offerings and after school opportunities

Sep 07, 2020 to Dec 18, 2020 - Admin/Design Teacher

Create process for implementation of language tracks

Sep 07, 2020 to Dec 18, 2020 - Admin/Language Teachers/Curriculum Team

Implement language tracks for Grades 3-8

Aug 23, 2021 to Jun 17, 2022 - Admin/Language Teachers/Curriculum Team

Fund Compliance

ESSA Program

[]

ESSA Schoolwide Program

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

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

Not a Title 1 School

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

Not a Title 1 School

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.

Not a Title 1 School

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.

NWEA and IAR assessment results with goal setting documentation if applicable is communicated via Tuesday Folders and in parent teacher conferences

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

Notification sent via Tuesday Folder

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.

Not a Title 1 School

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.

Tuesday with Mira sessions, Parent Grade Level Meetings, and Learning Walks are done throughout the year to involve parents in decision making and school improvement planning. IB coordinator hosts parent sessions specific to IB implementation.

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.

Staff maintain classroom websites, send monthly newsletters, utilize email and phone, host parent conferences, contribute to weekly school-wide parent email, and utilize room parents to disseminate information.

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.

Not a Title 1 School

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.

Parent communication is aligned with CPS Ready to Learn program and district policy. Teacher hosts parent conferences and sends home detailed student progress.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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.)

Our Promise: Our promise is to provide a culture of academic excellence, foster a rigorous and nurturing learning environment, and instill within students a love of learning by identifying their positive distinctions, whether academic, artistic, or athletic, thus empowering them to be responsible, contributing members of a global community. Our Graduates: Agassiz students will be life long learners who are persistent problem solvers, are curious about the world, have a strong sense of self, and are able to articulate their thoughts, feelings, and ideas. Agassiz students will be able to analyze a concept and determine their own viewpoint while respecting differing opinions. Agassiz students will show integrity and empathy, and possess a foundation of knowledge that enables them to thrive in a diverse, changing society.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences are held twice a year per district calendar. In addition, teachers and administration meet with parents for conferences on an individual basis as needed.

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

Parents receive 5 week progress reports every five weeks. They receive report cards at the 10, 20, 30, and 40 week mark as well. In addition, parents receive individualized progress reports depending on need and circumstance more often.

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

Staff are accessible via phone, email and through the use of their classroom website. Staff meet with parents as needed and when requested.

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

Parents are utilized in a number of ways. There are room parents, classroom volunteers, art coop, and tutors. Parents volunteer for fundraisers, performances, after school sports and coaching.

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

Parents assist through monitoring homework completion, checking Parent Portal, ensuring students are in attendance on time and daily. Parents assist by providing feedback at Parent Grade Level meetings, conducting learning walks, attending IB parent sessions, and sharing feedback with administration on ways to further improve the overall grade level experience.

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

Tuesday with Mira, Parent Grade Level meeting, Friends of Agassiz, Local School Council, ABC, Room Parents

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).

School-wide attendance promotion, student of the month recognition, IB Ambassadors, mentoring Bulldog Buddy program, service learning hours, student council, planning school-wide events, participation in after school opportunities.

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.

n/a

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

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