

Marine Leadership Academy at Ames 2020-2022 plan summary

Team

Name	Role	Email	Access
James Noorlag	Assistant Principal	jgnoorlag@cps.edu	Has access
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Patrick Barberousse	Community Rep (LSC)	patrick.barberousse@cps.edu	No Access
Nestor Bueno	Parent		No Access
Miroslava Garces	Student		No Access
Kayli Acosta	Student		No Access

Team Meetings

Date	Participants	Topic
01/16/2020	All	Introduction and SEF Team Development

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
 - 4 Employ the skills to effectively manage change
 - 3 Make safe practice an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Barking Bulldog, Admin Tracking, Pineapple Learning Plan, PD Plan, Staff Circle Notes, BOG Notes, Student Circle Notes, Parent Circle Notes, ILT Agendas, GL Team Meeting PPTs, Dept Team Notes, Battalion Staff Notes, Mission and Vision, Info-session PPT, State of the School, 5 Essentials, Teacher Led PD,
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 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:** Grade Level Team Meetings, Dept Meetings, SST Team Meetings, Pineapple Learning, AP Workshops, CommUNITY Day Agendas, Classroom and School Look/Feel, Admin Team Meetings, Lead Teacher/Admin Instructional Walks, Discipline Team Meetings

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** English texts, social studies readings, advisory, curriculum map evaluations, STEAM curriculum, History of Chicago curriculum, civics curriculum, consumer education projects, instructional planner evaluations, classroom libraries, Day of Service fits into the school-wide curriculum goals, current events course, Spanish curriculums,
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Create a culture that reflects high expectations: school mantra's such as gritty scholar and supported learner are somewhat effective, students encourage in some but not all classes to ask questions and pursue their curiosities, students feel as if their achievements are recognized by nearly all teachers. School has introduced honors and AP programs. Staff have adopted no-opt out strategies. Staff feel the pride AP and honors students have in their work needs to translate to the rest of the school. Engage students in learning and foster student ownership: Students feel engaged but do not possess ownership, students have scaffolds. Students do not have ownership in materials or assessments or choosing alternative paths. Some teachers but not all have students develop driving questions, or use relevant articles outside curriculum, and adopt community culture into the curriculum. Use questioning and discussion as techniques to deepen student understanding: focus of Q3 professional development, walk through, and pineapple learning. Popsicle sticks, no opt-out, talk moves, student-generated driving questions, CER's for citing text evidence, school-wide text citation and annotation, word-walls and academic language. Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning: Students agree they are asked to explain,

CER, "how/why?", always have to provide evidence and reasoning and know exactly why. Students feel challenge the majority of the time. Some classes are taught below level. Feedback: retake opportunities, student feel they know when they do bad but not enough positive reinforcement and want feed back to be more specific. Students feel some but not all teachers give frequent and timely feedback. Not all staff up to date on grade book, some staff want a universal school-wide feedback system, need to enforce staff gradebook policy more. Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated: CTT, Honors, AP, "tracking", KYN. Some staff needs to modify and update curriculum. Engage all learners in content areas by differentiating and fully integrating opportunities for all learners: more opportunities for student choice, doing well with ELL academic language but need school-wide system. Can improve with cross-content units. SKILL-BASED!!! For a month/quarter, focus on one skill and modify curriculum/lessons to have that skill (cite evidence, reasoning)

- 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
 - 4 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
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Curriculum maps are submitted to each Department Lead prior to each quarter. Each Department Lead reviews and gives feedback to the teachers. Instructional plans include Common Core State standards, WIDA standards, objectives, and assessments. ASPEN audits are done by the administration team. Department Meetings are bi-weekly; the team analyzes assessments and vertically aligns skills from 7th to 12th grade. During department meetings, each team discusses the use of Academic Approach to analyze the NWEA, PSAT, and SAT data to target skills to groups and individual students. Albert.io is used to target skills and to allow for students to practice specific skills based on standards and different content areas. The content on Albert is at grade level; however, it can be challenging for EL students and diverse learners. Data Day is to provide the academic support targeting standards that will be assessed on the SAT. SAT/PSAT practice tests allow the school to track student?

performance overtime and to analyze the data with the use of Academic Approach. Final exams are scheduled at the end of each semester. KYN is used to track student's progress overtime. It is also used as a tool to inform students and parents whether or not the student will need more support such as the after school tutoring. During ILT meetings, members go through their department curriculum maps and individual learning plans for all teachers with a member of the administration. The administration provides feedback on all curriculum maps. Grade level lead provides feedback to each individual teacher. Still in the process of hiring one more SPED teacher. Pineapple teaching and learning is to help support teachers and to learn from each other. Rubric for all assessments are created and shared with students and administration. Grading Scale is aligned using the same format. Post-secondary meetings are happening with counselors for every student on their caseload, parent communication, and planning next steps. Every student is required to develop a concrete post-secondary plan through learn-plan-succeed.

- 4 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 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)
- **Evidence:** KYN is used to track student's grades/GPA/attendance/behavior/college readiness. KYN also allows teachers to see whether the student will need tutoring to help bring up their grades. We do refer students to counselor/social worker through the use of the MLA Referral Forms. We also implemented the Mandated Collaboration Logs to collaborate between teachers. We have both the Restorative Coordinator & the Dean. We offer classes to parents and students on Vaping and Substance Prevention and Suicide Prevention. We have two full-time social workers and four full-time counselors to support the school and the students. Some MTSS strategies to determine the appropriate tier of support/intervention for students: Aspen MTSS, referral forms, the use of StudentLogger, weekly Diverse Team Meetings, weekly MTSS Team Meetings, bi-weekly department team meetings, and bi-weekly grade level team meetings. Some problem-solving strategies: monitor and determine the root cause through weekly collaborations, conversations with parents through phone calls and/or at parent-teacher conferences. Based on observations, some teachers are effectively using RTI to provide academic and/or social support.

Student Support Team which includes administration, counselors, deans, social workers, military instructors, security, case manager, attendance clerk, and STLS manager, meets bi-weekly to discuss at risk students based on their attendance, grades, and behavior. Behavioral health team meets bi-weekly to discuss tier 2 and 3 students. Small groups are developed with evidence based research and curriculum. We allow retakes based on developmental level of students based on grade level. We also bring in outside organizations to support students and train staff members on suicidal ideation. Our Dean of restorative practices works closely with the dean of discipline and counseling staff to end and prevent conflict. After school tutoring is provided from Monday through Thursday.

- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Transitions: Summer Transition Program; Learn-Plan-Succeed Initiatives; Senior Exit Questionnaire completion; Alumni Association Program; Post-Secondary Coordinator; Peer Mentorship program beginning 2nd semester; monitor EL transition services; Freshman Connection and New Parent and New Cadet Orientation, Middle School Summer Refresher program; Student On Track Data; D/F Reports; Know Your Numbers Report for each student, Learn-Plan-Succeed and retake Opportunities, Awareness: One Goal Program, Exposing students to higher level academic options, AP Dual Credit, Collegiate Scholars program, jumpstart to Jobs program, CPFTA, and middle schoolers take high school courses for credit, career interest surveys, college trips and fairs, career fairs, naviance lessons for all grade levels, success bound curriculum for middle school, FAFSA parent and student workshops, one-to-one FAFSA meetings, parent/ family access options. Readiness: Equitable access college prep, SEL classroom lessons, exemplary SEL status, RAMP school; pathway computer science courses; High school algebra courses offered in 8th grade, dual credit level math, AP level classes, Bi-literacy seals, Know Your Numbers, transcript reviews by counselors with students, curriculum lessons, college fair, career fair, dress for success; naviance lessons; Success: Direct assistance with college applications in seminar classes, academic planning advising, success plan, designated post-secondary coordinator, Learn-Plan-Succeed (includes trades and military); Match-Reach tracking with know your numbers, Financial aid/scholarship workshops; seminar classes, financial literacy, Bilingual after school targeted program; AP/Dual Credit Course Offerings;

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)

- 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- **Evidence:** Restorative peace Circles with Dean. Cadet lead morning formations with cadet staff speaking and mentoring their individual groups. Commandant and Instructors dedicate class time to establish and reinforce behavior expectations and norms in the school and hallways. Weekly battalion formation where entire student body is formed up so different members of Admin and JROTC may communicate with students and keep them updated on policies, incentives and awards. Students make decorate lockers for others on their birthday or for sports school spirit. Students create cards/posters for students who may be sick or have had a loss in the family. Ounce of Happy student club dedicates time to writing messages of encouragement and kindness to other cadets at random. Staff circles with principal to dialogue about concerns. Teachers have a "pineapple" learning community where they invite and visit other teachers to gain exposure to activities and lessons happening across all grade levels and content area as a means to best practices in use. Teachers bring snacks and treats for other staff in the lounge or main office at random.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 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:** Coverage of current events and topics in a variety of subject areas. English and language arts classes see topics in race, gender, discrimination and other world views through the literature they read. Social Studies courses offer such courses journalism, media studies and law to expose students to a myriad of issues and global views in their classrooms. Civics class had a mock presidential election where students had to create campaigns and model the voting process in their local election. Electoral process and voter participation is present mainly upper grades, recommending more exposure at lower grades. Monthly student circles are held during the school day to allow for student to bring and propose ideas for the school and their student climate. Circles are open to all grade levels and announced in advance. Community engagement comes in the form of school community days where students perform a variety of tasks outside the school building. Events include, caroling the neighbors, Cradles to Crayons, Clean & Green neighborhood litter pick up along neighboring streets and The 606. Authentic interaction with community civic leaders limited only when scheduled and student made to attend. Schoolwide JROTC curriculum which embeds lessons and activities on citizenship in every grade level every year.
- 4 - Physical and Emotional Safety
 - 4 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)

- 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Still need to pull documented evidence together to support scoring.
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 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)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Instructive a) Expected behaviors are drilled into cadets on a daily basis by MI's and reinforced by faculty. b) Student Logger and Aspen are used to capture data which is analyzed to identify trends in behavior. Disciplinary responses are then determined. c) MLA uses restorative practices and discipline to influence and reinforce expected behaviors. These practices are utilized on a daily basis to teach to the IL SEL standards.
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 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)
 - 4 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Front door areas is clean, neat and has plants at the security desk. Parent resources, meetings and news are posted physically on the doors at main entrance and office. All visitors are greeted by a member of security who will aid them in their visit with protocols and where to report for appointments and questions. Publications for school and community events are published and distributed in multiples ways; school website, social media outlets, main office flyers, robocalls, emails to parents, outdoor marquee messages, parent circles and intercom announcements during the school day and agendas posted at doors. MLA provides ways for parents to ask a nd raise questions and give feed back int he following ways; parent engagement nights, emails, parent circles, monthly coffee with the principal and open door office hours on Tuesdays. Staff communicates with families about individual student activities and progress via

phone calls, emails, in person conferences and monthly progress updates with KYN (Know your numbers). Attendance clerks collaborate with counseling team to conduct outreach support through home visits for students in high need areas. A list of language translators is clearly posted in the main Office listing staff and their dual language to aid a parent in need of translation service. Every department has a support staff member who is bilingual assigned to them to aid in translation for conferences and phone calls to parents. All parent communication is released in multiple languages. More is needed in the way of community partnership that share school vision.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	4
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math attainment on NWEA (MS).
Area of Critical Need 2	Percentage of students meeting college readiness benchmarks (HS).
Area of Critical Need 3	Literacy and Math attainment for English Language Learners (all).
Area of Critical Need 4	Matriculation and persistence in college for Cohort 3 and below students (post-HS)

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math) Historically, data shows that our middle school students rest within the 3rd quartile. Setting a 13 point goal per year over the next two years aligns with the college and career readiness benchmarks. If our students meet those benchmarks, then they are far more likely to succeed in their freshmen year of college and earn a bachelor's degree.	Overall		58.00	71.00
	Latinx		59.00	72.00
Vision: College Readiness SAT Reason: The data indicates that students that are able to reach College Readiness Benchmarks are 75% more likely to earn a C or above in college freshman courses. Additionally, students that meet College Readiness Benchmarks will persist in college through the entirety of their degree and have more post-secondary success.	Overall		45.00	60.00
SQRP: College Persistence Rate	Overall		65.00	75.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
We chose to focus on our overall student population because we want every student to start and persist in their post-secondary education. Attaining a bachelor's degree is a strong indicator of career success and financial independence.				
SQRP: SAT Cohort Growth Percentile	EL		12.00	30.00
We chose this metric because our SAT Cohort Growth Percentile is currently at the 12th percentile. Our goal is to improve by 18 percentage points so students are prepared for college and career. As more students are able to improve their skills, they will also have more college and career options.	Students with IEPs		12.00	30.00
(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 Well organized for the past 4 years; continue at this level; reflection complete.					

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well organized for the past 4 years; continue at this level; reflection complete.				100.00	100.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	a focus on best practice instructional strategies for language acquisition,
Then we see...	all teachers, across all content areas, using best practices for language acquisition instruction
which leads to...	higher language acquisition for students and overall increased standardized tests scores.
Budget Description	
Tags	Leadership for Continuous Improvement, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Implement a school-wide professional development plan centered around best practices that target content area literacy instruction. Tags:Leadership for Continuous Improvement, Instruction (Not started) Implement a monthly schoolwide language focus. Tags:Instruction (Not started) Implement peer observations on the monthly school-wide focus with informal feedback Tags:Instruction (Not started) Dedicate a portion of department meetings to identify and discuss what best practices were observed in peer observations and how they can improve the pedagogy of others. Tags:Instruction (Not started) During department meetings, teachers present mini lessons on best practices they've observed. Tags:Instruction

Strategy 2

If we do...	build curriculum intentionally to embed NWEA/PSAT/SAT standards, practice and structure,
Then we see...	students gaining more and consistent exposure and practice
which leads to...	increased percentage of students meeting college readiness benchmarks (60% goal), increased math attainment on NWEA (58% goal) and increased SAT cohort growth (30% goal)
Budget Description	-Partner with Academic Approach (Power Standard Creation)
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Prioritize standards based on frequency and impact on growth of scores (Power standards) Tags:Curriculum • (Not started) Align curriculum vertically and horizontally based on power standards Tags:Curriculum • (Not started) Create assessments aligned to power standards Tags:Balanced Assessment and Grading • (Not started) Create lessons and activities with power standards as focal point Tags:Curriculum • (Not started) Differentiate lessons/activity based on data around power standards Tags:

Strategy 3

If we do...	grading practices that incorporate specific actionable feedback to students
Then we see...	students who understand specific steps they should take to meet their NWEA/PSAT goals
which leads to...	increases in our NWEA math attainment to 58% and percent of students meeting College Readiness Benchmarks to 45%.
Budget Description	

Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Quarterly PD on student feedback best practices Tags:Balanced Assessment and Grading, Assessment: Improving Assessment Literacy (Not started) Create a centralized-system for assessment retakes Tags:Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Modify the KYN high alert system so it includes safeguards for students with less than a B Tags: (Not started) Use of rubrics or specific tools to give students actionable feedback Tags:Assessment: Fair, Accurate and Consistent Grading Systems

Strategy 4

If we do...	horizontal and vertical alignment of assessments using NWEA/PSAT standards
Then we see...	teachers who will use assessment data to plan lessons targeting those standards
which leads to...	increases in our NWEA math attainment to 58% and percent of students meeting College Readiness Benchmarks to 45%
Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Professional development on building an assessment plan aligned with NWEA/PSAT. Tags:Assessment: Curriculum Equity Initiative (Not started) Plan regular department work time to align formative (daily) assessments with unit assessments and summative (semester) assessments Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) On a monthly basis, use department meeting time to analyze student assessment data and build reaching lessons that target areas students underperformed.

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Use Academic Approach assessment data when creating/implementing lesson plans <p>Tags:</p>
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Strategy 5

If we do...	a comprehensive program with a focus on college readiness skills for all stakeholders,
Then we see...	increases in a college education mindset, knowledge of post-secondary processes and clear post-secondary plans with students and parents
which leads to...	a 7% yearly increase in college enrollment rate from 57.4% 2019 and a 10% yearly increase in college persistence rate from 57.8% 2019.
Budget Description	Parent/Student workshops on FAFSA, RISE ACT and scholarships, Quarterly, Parent workshops on filing taxes and college/career options for students. Gear-Up program implementation, Staff professional development on college/career options and resources to support students, college readiness materials and paraphernalia, staff persistence coordinator and mentors, post-secondary leadership team, MLA Wall of Success (plaques, boards, maps and/or posters), Develop Program of Instruction curriculum for each grade level, college visits and fairs, post-secondary journal trackers, executive functioning skill development
Tags	FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists, ODLSS: Transition Services, OSCPA: College and Career Readiness, OSCPA: Learn.Plan.Succeed., OSCPA: Postsecondary Pathway Advising & Planning, OSCPA: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> (Not started) Build partnerships with colleges of interest to our students (CCC, UIC and Northeastern Illinois University). <p>Tags:ECCE: Early College, OSCPA: College and Career Readiness, OSCPA: Postsecondary Pathway Advising & Planning</p> <ul style="list-style-type: none"> (Not started) Quarterly parent workshops on college/postsecondary related topics (FAFSA, RISE ACT, Undocumented Resources, filing taxes information and support) <p>Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists, OSCPA: College and Career Readiness</p> <ul style="list-style-type: none"> (Not started) Develop a Post-secondary Leadership Team (identify a persistence coordinator and persistence mentors) <p>Tags:Transitions, College & Career Access, & Persistence, ODLSS: Transition Services, OSCPA: Postsecondary Pathway Advising & Planning</p>

	<ul style="list-style-type: none"> • (Not started) Develop a program of instruction curriculum that includes executive functioning skills for each grade level that instructs, reinforces and supports college readiness. Cadets maintain an electronic Post-Secondary journal from 7th - 12th that includes (academic profile, colleges researched and visited, financial aid and scholarships applied to and career goals) <p>Tags:OSCPA: Academic Advising, OSCP: College and Career Readiness, OSCP: Tier 1</p> <ul style="list-style-type: none"> • (Not started) Develop media and school-wide campaign that promote college readiness themes. <p>Tags:FACE2: Community Partnerships, OSCP: College and Career Readiness</p> <ul style="list-style-type: none"> • (Not started) Apply to participate in Gear-UP Program <p>Tags:OSCP: College and Career Readiness, SSCE: Inclusive Partnerships</p> <ul style="list-style-type: none"> • (Not started) College Visits and Fairs: Quarterly planned college visits open to all high school students Semester planned college visits open to middle school students Fall and Spring College Fairs open to all students and parents Targeted college visits for juniors and seniors focused on Match <p>Tags:FACE2: Parent Engagement, ODLSS: Transition Services, OSCP: College and Career Readiness</p> <ul style="list-style-type: none"> • (Not started) Students not in dual - enrollment courses complete college placement exams for CCC in Nov/Dec of senior year <p>Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness</p>
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Action Plan

Strategy 1

Implement a school-wide professional development plan centered around best practices that target content area literacy instruction.

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

Implement a monthly schoolwide language focus.

Aug 24, 2020 to Jun 25, 2021 - Admin team and ILT

Implement peer observations on the monthly school-wide focus with informal feedback

Aug 24, 2020 to Jun 25, 2021 - ILT and Teachers

Dedicate a portion of department meetings to identify and discuss what best practices were observed in peer observations and how they can improve the pedagogy of others.

Aug 24, 2020 to Jun 25, 2021 - ILT and Teachers

During department meetings, teachers present mini lessons on best practices they've observed.

Aug 24, 2020 to Jun 25, 2021 - Teachers

Strategy 2

Prioritize standards based on frequency and impact on growth of scores (Power standards)

Jul 01, 2020 to Aug 30, 2020 - ILT

Align curriculum vertically and horizontally based on power standards

Aug 30, 2020 to Jun 30, 2021 - ILT

Create assessments aligned to power standards

Aug 31, 2020 to Jan 31, 2021 - ILT

Create lessons and activities with power standards as focal point

Feb 01, 2021 to Jun 30, 2022 - Teachers

Differentiate lessons/activity based on data around power standards

Nov 01, 2020 to Jun 30, 2022 - Teachers

Strategy 3

Quarterly PD on student feedback best practices

Jul 01, 2020 to Jun 30, 2022 - ILT Lead

Create a centralized-system for assessment retakes

Jun 01, 2020 to Aug 14, 2020 - Noorlag

Modify the KYN high alert system so it includes safeguards for students with less than a B

Jul 01, 2020 to Aug 21, 2020 - Casarrubias

Use of rubrics or specific tools to give students actionable feedback

Jul 01, 2020 to Jun 30, 2022 -

Strategy 4

Plan regular department work time to align formative (daily) assessments with unit assessments and summative (semester) assessments

Jun 01, 2020 to Jun 30, 2022 - ILT Lead

On a monthly basis, use department meeting time to analyze student assessment data and build reaching lessons that target areas students underperformed.

Jun 01, 2020 to Jun 30, 2022 - Department Leads

Professional development on building an assessment plan aligned with NWEA/PSAT.

Jul 01, 2020 to Sep 04, 2020 - ILT Lead

Use Academic Approach assessment data when creating/implementing lesson plans

Jun 01, 2020 to Jun 30, 2022 -

Strategy 5

Build partnerships with colleges of interest to our students (CCC, UIC and Northeastern Illinois University).

Jul 01, 2020 to Jun 30, 2022 - Post-Secondary Coordinator/Administration Team

Quarterly parent workshops on college/postsecondary related topics (FAFSA, RISE ACT, Undocumented Resources, filing taxes information and support)

Jul 01, 2020 to Jun 30, 2022 - Post-Secondary Coordinator/Dean of Rest Practices

Develop a Post-secondary Leadership Team (identify a persistence coordinator and persistence mentors)

Jul 01, 2020 to Jun 30, 2022 - Post-Secondary Coordinator/Senior grade level lead

Develop a program of instruction curriculum that includes executive functioning skills for each grade level that instructs, reinforces and supports college readiness. Cadets maintain an electronic Post-Secondary journal from 7th - 12th that includes (academic profile, colleges researched and visited, financial aid and scholarships applied to and career goals)

Jul 01, 2020 to Jun 30, 2022 - Teachers/Instructors/Counselors/Advisory Staff

Develop media and school-wide campaign that promote college readiness themes.

Jul 01, 2020 to Jun 30, 2022 - AdministrationTeam/Post-Secondary Coordinator

Apply to participate in Gear-UP Program

May 04, 2020 to Jun 30, 2022 - Business Manager and Post-secondary Coordinator

College Visits and Fairs: Quarterly planned college visits open to all high school students
Semester planned college visits open to middle school students Fall and Spring College Fairs open to all students and parents Targeted college visits for juniors and seniors focused on Match

Jul 01, 2020 to May 31, 2022 - Post Secondary Coordinator/Grade Level Leads/Counselors

Students not in dual - enrollment courses complete college placement exams for CCC in Nov/Dec of senior year

Jul 01, 2020 to Jun 30, 2022 - Post-Secondary Coordinator/Testing Coordinator/Senior Grade level lead

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

Needs assessment has been completed with multiple stakeholders through the CIWP process.

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

Reform strategies have been developed through the CIWP. Strategies were based on a need to get all students, but particularly our EL and DL students, to reach proficiency levels.

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.

A look at the research, best practices, and needs assessment from MLA was done before building reform strategies. Some key reform strategies, including a deep look at and re-tooling of the curriculum, are based on the work of the CIWP team.

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).

We have a strong advisory program as well as a low Student to Counselor ratio which allows for stronger mentoring and counseling as well as post-secondary planning.

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

We have a highly rigorous interview and screening process that includes at least two interviews, a guest lesson and a reference check.

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.

We partner with Academic Approach and have been using Teach Like a Champion to build strong, scientifically based professional development for all.

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

Our counseling team is doing bi-monthly parent meetings on Saturday mornings. Additionally, we have an active PAC, BAC and parent members on the BOG.

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.

n/a

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

All assessment work and decisions are routed through the ILT, which is comprised of the Department Leads. They all work with their departments to ensure coherence and clarity around assessments and the instructional program.

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.

Through our Know Your Numbers process, students are aware of their needs, advisors follow up with struggling students monthly and counselors/student support personnel follow up with students every two weeks.

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.

Integration of a variety of programs is routed through our Operations Manager as well as our Counseling staff. We have a dedicated staff member who works with Community and Restorative Practices.

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.

Marine Leadership Academy's PAC meets monthly and provides input to the Title one budget. The administration team meets with the PAC during this time to ensure the parent voice is heard.

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 Title 1 Annual Meeting will be held on September 30, 2020 at 5:00pm and the Title 1 PAC Organizational meeting was held on September 30, 2018 at 6:00 p.m. The PAC will be formed and parents will be elected to the positions within this organization. In SY 2022, these meetings will similarly happen in late September at or around 5:00.

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.

Marine Leadership Academy's PAC meets monthly and provides input to the NCLB Title one budget. The administration team meets with the PAC during this time to ensure the parent voice is heard. Additionally, we have monthly Parent circles with the administration and any parent who wants to attend. We also Policy Implementation Activities time to ensure the parent voice is heard. Additionally, we have monthly Parent circles with the administration and any parent who wants to attend. We also welcome parents to come to speak with us when they are available as problems arise.

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.

Marine Leadership Academy provides this information to the students and parents as soon as the assessment results are released. Copies are sent home by mail and given to the students in school. This information is also provided at both parent report card pick ups.

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

All students are taught by highly qualified teachers.

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 is done in several different ways. The PAC formation meeting at the start of the year informs parents of academic standards and assessments. Report Card Pick Up, Parent Portal, and progress reports help parents monitor their child's progress.

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.

The PAC put together after school programs for parents. These programs provide assistance with literacy, technology and resume writing.

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.

The administration team and staff have weekly and quarterly professional development for teachers. During this time, staff is informed and educated on the importance of parent programs and involvement.

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.

n/a

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information is given in multiple ways when communicating with parents. Letters and robocalls are sent home in both English and Spanish. Information is also posted on the website in both languages as well.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

The students will get high quality curriculum and instruction through peer and administration reviewed instruction, curriculum maps, and a standards based grading system.

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 district-wide twice a year. One is after the first quarter and is held in the fall. The second is held in the spring at the end of third quarter.

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 parents and students receive a progress or report card every five weeks of the school year. Parents also are invited to parent report card pick ups twice a year.

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

Parents can set up appointments with staff members or administration via phone calls or emails. Teachers are able to meet with parents during their prep periods throughout the day.

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 open to volunteer at anytime during the school year. Parents are invited to work with administration so the school can be informed to what capacity the parent will be helping students. Parents who volunteer must complete CPS's volunteer process.

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

Parents can monitor student progress through Gradebook parent portal. This system allows parents to see students' grades and assignments at anytime.

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

There are many ways parents provide input and make decisions at Marine Leadership Academy. There is parent representation on the CIWP team, BOG, BAC, and PAC. These three teams help create policy at the school.

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 be held responsible by following the school rules - coming to school every day (with the goal of a 95% attendance rate), and being assessed using a standards based grading system.

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.

During this two year period, we will engage over 80% of parents in committees, coursework, events and/or student interventions. By doing this, we will ensure students are engaged and academic achievement is the focus of their engagement.

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.	\$2000.00
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.	\$1575.00
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)	\$1000.00
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
