

Josephine C Locke Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Edgar Valentin	IB MYP Coordinator	evalentin12@cps.edu	Has access
John Fitzpatrick	Principal	jgfitzpatrick@cps.edu	Has access
Maureen Komperda	AP	mekomperda@cps.edu	Has access
Deb O'Brien	AP	djobrien@cps.edfu	Has access
Noemi Ramos	AP	nramos@cps.edu	Has access
Casey McLeod	IB PYP Coordinator	cjmcleod@cps.edu	Has access
Nicole Shere	Case Manager	nrshere@cps.edu	Has access
Laura O'Gara	Technology Coordinator	leknapcik@cps.edu	Has access
Dujuana Irvin	SEL Coordinator	drirvin@cps.edu	Has access
Susan Bialk	Pre-K Teacher	sbialk@cps.edu	No Access
Jill Shamblin	1st Grade Teacher	jnshamblin@cps.edu	No Access
Indhira Alday	2nd Grade Bilingual Teacher	ialday@cps.edu	No Access
Pam Ciesielski	2nd Grade Teacher	pciesielski@cps.edu	No Access
Jennifer Salen	4th Grade Teacher	jnsalen@cps.edu	No Access
Nicole Richard	5th Grade Teacher	nlmaize@cps.edu	No Access
Mary McCarthy	6th Grade Teacher	mcmccarthy@cps.edu	No Access
Crystal Keys	7th and 8th Grade Teacher	clkeys@cps.edu	No Access
Kinga Baut	Resource Teacher (Upper Grades)	kbaut@cps.edu	No Access
Clara Solano	Resource Teacher (Intermediate Grades)	cgsolano@cps.edu	No Access
Jessika Maldonado	Bilingual Resource Teacher	jmmaldonado@cps.edu	No Access

Name	Role	Email	Access
Michol Whitney	LSC	mmwhitney@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/15/2020	All	Complete the first six SEF categories
01/29/2020	Valentin, Maldonado, Baut, Keys, McCarthy, Richard, Ciesielski, Shamblin, O'Brien, Komperda	Complete SEF
02/12/2020	All	Identify three areas of critical need
02/26/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O'Brien, Susan Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Laura O'Gara, Jill Shamblin, Mary McCarthy	Identify three areas of critical need
03/23/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O'Brien, Susan Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Laura O'Gara, Jill Shamblin, Mary McCarthy	Identify a hypothesis for each area of critical need and select our 3-5 framework priorities
04/01/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O'Brien, Susan Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Laura O'Gara, Jill Shamblin, Mary McCarthy, Kimberly Bendig	Create a theory of action for two of our three framework priorities (MTSS and Instruction)
04/15/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O'Brien, Susan Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Jill Shamblin, Mary McCarthy, Dajuan Irvin, Michol Whitney, Kimberly Bendig	Create a theory of action for our last framework (Curriculum) and tag each theory of action with appropriate CPS departments
04/23/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O'Brien, Susan Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Jill Shamblin, Mary McCarthy, Dajuan Irvin, Kimberly Bendig, Clara Solano	Begin to write actions plans for our theories of action
04/28/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O'Brien, Susan	Continue to write action plans for our theories of action

Date	Participants	Topic
	Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Laura O?Gara, Jill Shamblin, Mary McCarthy, Kimberly Bendig, Clara Solano	
05/06/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O?Brien, Susan Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Laura O?Gara, Jill Shamblin, Mary McCarthy, Kimberly Bendig, Clara Solano	Review and finalize the action steps as a CIWP team
05/13/2020	Edgar Valentin, Casey Mcleod, Nicole Shere, Nichole Richard, Maureen Komperda, Deborah O?Brien, Susan Bialk, Jessika Maldonado, Pam Cieselski, Jennifer Salen, Kinga Baut, Jill Shamblin, Mary McCarthy, Kimberly Bendig, Clara Solano	Complete the fund compliance and parent and family plan section of the CIWP

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
 - 2 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)
 - 3 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:**
- 3 - Structure for Continuous Improvement

- 2 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
- 2 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
- 2 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 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:**
- 3 - 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 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
 - 2 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:**
- 3 - Balanced Assessment and Grading

- 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 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:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 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)
 - 3 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)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 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)
- 1 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 2 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)

- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 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:**

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:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 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:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 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
 - 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
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: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Root Cause 1	Area of Critical Need 2	Root Cause 2	Area of Critical Need 3	Root Cause 3	Area of Critical Need 4	Root Cause 4	Area of Critical Need 5	Root Cause 5
Attendance rates among African American students	African American families do not feel part of the school community	Math growth among EL students in grades 3-8	Student data is not consistent and reflective of students' native language needs which impacts the level of support and targeted instruction in the classroom.	Math growth among students with IEPs in grades 3-8	When compared to the progress being made by nondisabled peers, the quality of instruction for students with disabilities and classroom support is not resulting in adequate progress	Reading growth among EL students in grades 3-8	Student data is not consistent and reflective of students' native language needs which impacts the level of support and targeted instruction in the classroom.	Reading growth among IEP students in grades 3-8	When compared to the progress being made by nondisabled peers, the quality of instruction for students with disabilities and classroom support is not resulting in adequate progress

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) Students with disabilities and English Language Learners are not showing growth as per general education students.	Students with IEPs		56.46	59.34
	EL		67.27	67.45
Vision: Attendance Rate We have identified students with disabilities and African American students who have a lower attendance rate than other sub groups.	Students with IEPs		93.50	94.00
	African American		92.24	93.45
Vision: NWEA Growth G3-8 (Reading) English language learners are not making consistent growth in Reading as per NWEA compared to other subgroups	EL		64.23	65.17
Vision: NWEA Growth G3-8 (Reading) Students with disabilities are not making consistent growth in Reading as per NWEA when compared to other subgroups	Students with IEPs		65.98	66.49
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)			5.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we continue to develop, analyze and interpret the effectiveness and fidelity of school-wide academic interventions
Then we see...	An increase in communication with parents, regular self-reflection of teacher fidelity, regular meetings with teachers to analyze the impact of the intervention, teaching educators to self-reflect on the effectiveness of their interventions
which leads to...	As a result, tier 2 and 3 students will make progress on classroom summative and formative assessments and an increased percentage with 70% of the student population meeting or exceeding their annual academic goals in reading and 60% in math by the end of the 2022 school year as evidenced by the NWEA growth report.
Budget Description	
Tags	MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Targeted Universalism, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) Provide PD to teachers on developing and implementing interventions to address specific needs in reading and math for grades K-8. Tags: MTSS: Curriculum & Instruction, MTSS: Progress Monitoring (On-Track) Provide PD to teachers on implementing SEL specific Tier 2 and Tier 3 interventions in grades K-8 Tags: MTSS, OSEL: Tier 2 and 3 Interventions (On-Track) Dedicate one grade-level meeting per month to analyze MTSS data, develop strategies and interventions, and identify specific student needs in grade K-8.

Tags:MTSS, MTSS: Progress Monitoring

- (On-Track) Conduct beginning of the year data review for targeted intervention implementation by the MTSS team

Tags:MTSS

- (On-Track) Develop, and update, a quarterly MTSS communication plan between parents and teachers regarding MTSS and student progress in grades K-8.

Tags:MTSS, FACE2: Parent Engagement

- (On-Track) Continue to have an MTSS team member (social worker, psychologist, counselor, speech pathologist, etc.) visit classrooms and provide support and feedback to teachers about the implementation of MTSS; observation, support, and guidance will be documented via GoogleDocs.

Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Provide funding for SEL resources and SEL libraries to support teachers and staff with the implementation of SEL interventions at all Tier levels.

Tags:Budget & Grants, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions

- (On-Track) Students who have been retained (personal learning plan), or are in the lowest percentile are given priority with MTSS interventions, regardless of tier status and offered priority enrollment in after school programs.

Tags:MTSS, Budget & Grants, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OLCE, Math: Equitable Access

- (On-Track) Any student who is in the 21st-39th percentile for NWEA will be tier 2, 20th percentile for NWEA, and below is tier 3. Students will receive individualized interventions based on their tiered levels, WIDA Access scores, and classroom data tied to the learning continuum RIT bands. (ELL students will be tiered using various data sources)

Tags:MTSS, Budget & Grants, CBE: Supports, Interventions, or Extensions, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

- (On-Track) Continue to implement 2nd Step with fidelity across grade levels PreK-8. Analyze the effectiveness of 2nd Step and compare it to the data looking for an increase in positive engagement and a decrease in negative behaviors compared to historical or school-wide data.

Tags:Supportive and Equitable Approaches to Discipline, Budget & Grants, OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (On-Track) Provide PD on restorative practices and interventions, analyze incidents of behavior, and analyze logged interventions in Aspen.

Tags: MTSS, Budget & Grants, OSEL: Supportive School Environment
- (On-Track) Identify and provide funding for ELL literacy interventions to streamline ELL MTSS intervention identification.

Tags: MTSS, Budget & Grants, MTSS: Progress Monitoring, OLCE
- (On-Track) Provide PD to teachers on ELL MTSS interventions and progress monitoring of interventions.

Tags: MTSS, Budget & Grants, MTSS: Progress Monitoring, OLCE
- (On-Track) English language learners that are PY5+ and demonstrate ELP levels below 3.0 in their Lit Composite score according to WIDA will be moved towards MTSS tiered-interventions according to their language proficiency level.

Tags: MTSS, OLCE
- (On-Track) Continue to implement Wilson for literacy interventions for identified students with reading deficits.

Tags: MTSS, Budget & Grants, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring
- (On-Track) Identify and provide funding for a Tier 3 math intervention program for students and provide PD training for teachers to implement interventions.

Tags: MTSS, Budget & Grants, CBE: Supports, Interventions, or Extensions, Math: Equitable Access
- (On-Track) Provide intentional PD through GLM on how to implement accommodations and modifications for students with disabilities for teachers.

Tags: MTSS, Budget & Grants, MTSS: Problem Solving Process, ODLSS: Instructional Quality
- (On-Track) Provide professional development for teachers on progress monitoring and teaching self-reflection on student success and identifying when to shift an intervention.

Tags: MTSS, Budget & Grants, CBE: Supports, Interventions, or Extensions, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions
- (On-Track) Teachers will focus on tier-one instruction during remote learning but will continue to differentiate for tier two and three students.

Tags:

Strategy 2

If we do...	Facilitate inquiry-based, culturally responsive, and challenging instruction that is learner-centered, involves student decision-making, self-reflection, and is responsive to students' individual academic and social-emotional needs
Then we see...	An increase in student discourse, self-advocacy, engagement through inquiry-based learning, conceptual understanding through reflection, student exhibition of learner profile attributes, and engagement in skills based on individual student needs
which leads to...	Result in a high-quality program model where 70% of students show improvement in their growth areas based on review and feedback on authentic standards-based student work for MYP, and growth in ATL skills and learner profiles for PYP, with 70% of the student population meeting or exceeding their annual academic goals in reading and 60% in math by the end of the 2022 school year as evidenced by the NWEA growth report.
Budget Description	
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning, Science: Curriculum, Science: Equitable Access, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (On-Track) PYP training to establish a common language around ?inquiry-based? instruction. Tags:Instruction, Budget & Grants, MGIB: IB • (On-Track) Train PYP teachers in creating inquiry-based and learner-centered lessons. Tags:Instruction, Budget & Grants, MGIB: IB • (On-Track) Grade Level Meetings focusing on inquiry-based instruction. Tags:Instruction, Equity: Targeted Universalism, MGIB: IB • (On-Track) Accumulate resources to facilitate creation of inquiry-based lessons. Tags:Instruction, Budget & Grants, MGIB: IB • (On-Track) Provide substitutes or extended-day pay toward vertical planning sessions (including all staff: Sped, EL, Specials) focusing on - program of inquiry (PYP), unit planning Tags:Instruction, Budget & Grants, MGIB: Gifted Programs

- (On-Track) Provide substitutes or extended-day pay toward vertical planning sessions (including all staff: Sped, EL, Specials) focusing on - interdisciplinary units and revising subject overviews (MYP), unit planning

Tags:Instruction, Budget & Grants, MGIB: Gifted Programs

- (On-Track) Development of two interdisciplinary units per grade level for MYP.

Tags:Instruction, MGIB: IB

- (On-Track) Development of six transdisciplinary units for grades 1-5 and four for PreK and K for PYP.

Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB

- (Not started) Post inquiry questions (MYP) and lines of inquiry (PYP) in each classroom for reference and accountability; and to encourage student inquiry and discovery.

Tags:Instruction, MGIB: Gifted Programs

- (Not started) Creation and implementation of rigorous tasks that are assessed with a rubric, aligned to PYP/MYP Criteria

Tags:Assessment: Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MGIB: IB

- (Behind) IB MYP and PYP units have evidence of inclusive instructional materials and modalities that include but are not limited to SEL, multicultural, etc.

Tags:Instruction, MGIB: IB

- (On-Track) Create student voice through surveys and reflections that collect students' input on instructional focus and/or ownership of delivery of assessment.

Tags:Instruction, MGIB: IB

- (Not started) Provide Professional Development on student-led lessons where student discourse is the focus. (Socratic seminars, debates, etc)

Tags:Instruction, Budget & Grants

- (Behind) All classes will shift the majority of their instruction from whole-group to small group.

Tags:

- (Not started) Explicit modeling and teaching of what student discourse looks like across grade-levels.

Tags:Instruction, Science: Student Discourse, Math: Student Discourse

- (Not started) Share, implement, and evaluate strategies for a collaborative community within the classroom in GLM or PD.

Tags:Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (On-Track) Continue social-emotional strategies such as mindful practices, Calm Classroom, etc.

Tags:OSEL: Supportive Classroom Environment

- (On-Track) Create opportunities in lessons and/or recognizing students in the classroom (or school) that model the different learner profiles.

Tags:MGIB: IB

- (Postponed) Incorporate formative assessment lessons (FALs) into mathematics units on a quarterly basis to provide students with cognitively challenging tasks, ability to construct mathematical reasoning and critique the reasoning of others (K-5)

Tags:Instruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment

- (Postponed) Establish a cross-grade level peer buddy/mentor. (SEL/ Learner Profile/ Establish school community)

Tags:OSEL: SEL Instruction

- (On-Track) Project-based learning: 3-8 science fair, humanities fair, PYP exhibition K-4 grade levels decide quarterly projects reflecting authentic student work for real audiences (beyond the teacher)

Tags:Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Postponed) Create a calendar of school-wide events that is shared at the BOY so teachers can plan/incorporate into lessons/units

Tags:Structure for Continuous Improvement

- (Behind) Engagement in skills, based on all individual student needs that is evident in centers/ small group instruction,/ MTSS/ data analysis/ collaboration time for sped, gen ed, bilingual and higher-performing students.

	<p>Tags:Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (On-Track) Paraprofessional support in rooms (PD and assigning roles within the room) shifts towards them sharing their knowledge and best practices with teachers. <p>Tags:Instruction</p>
--	--

Strategy 3

If we do...	Develop inquiry-based, concept-driven units with the use of culturally responsive and challenging instructional materials that includes student decision making, student reflection, and is responsive to students' individual academic and social-emotional needs Teachers collaboratively plan intentional and authentic learning experiences that reflect the five dimensions of power classrooms (TRU Framework) More students who are engaged through cognitively demanding and equitable learning experiences with 70% of the student population meeting or exceeding their annual academic goals in reading and 60% in math by the end of the 2022 school year as evidenced by the NWEA growth report.
Then we see...	Teachers collaboratively plan intentional and authentic learning experiences that reflect the five dimensions of power classrooms (TRU Framework)
which leads to...	More students who are engaged through cognitively demanding and equitable learning experiences with 70% of the student population meeting or exceeding their annual academic goals in reading and 60% in math by the end of the 2022 school year as evidenced by the NWEA growth report.
Budget Description	
Tags	Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning, MGIB: IB, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Behind) All K-2nd grade teachers will receive Wilson language training (Foundations) <p>Tags:Budget & Grants</p> <ul style="list-style-type: none"> (Behind) All K-2nd grade teachers will implement Wilson's Foundations curriculum by January 2021 <p>Tags:Budget & Grants</p>

- (Postponed) Re-establish expectations for guided reading centers and investigate ways to teach targeted NWEA reading skills

Tags:Curriculum, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction

- (On-Track) Continue to plan for small-group math instruction with a focus on target skills.

Tags:Curriculum, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction

- (Behind) Calibrate small-group math assessments to evaluate their effectiveness with regards to cognitive demand and equity.

Tags:Curriculum, Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment

- (Not started) Collect and analyze small-group math assessment data via ASPEN to evaluate student performance on targeted NWEA subcategory skills.

Tags:Curriculum, Math: Formative Assessment

- (On-Track) Teacher teams at each grade level will begin POI mapping and unit planning, through ½ day grade level release planning sessions.

Tags:Curriculum, Budget & Grants, MGIB: IB

- (On-Track) Facilitate inquiry-based professional development, both prior to, and in conjunction with, POI mapping and unit planning, that involves all content areas.

Tags:Budget & Grants, MGIB: IB

- (On-Track) The program of inquiry and major unit components will be visible to the school community through several large hallway displays. Additionally, the POI will be accessible to all stakeholders via the school website.

Tags:Curriculum, MGIB: IB

- (On-Track) Publication of IB PYP/MYP monthly newsletter focused on each attribute, as a way of educating stakeholders.

Tags:Curriculum, Budget & Grants, MGIB: IB

- (On-Track) Publish all curricula and program-specific information on the school website to keep all stakeholders informed.

Tags:Curriculum, Family & Community Engagement, Budget & Grants, FACE2: Local School Council

- (On-Track) Instructional Leadership Team meets to reflect on PYP implementation, establish professional development needs, and create action steps in accordance with programme goals.

Tags:Leadership for Continuous Improvement, Curriculum, MGIB: IB

- (On-Track) All Pre-K through 5th-grade teachers will receive category 1 IB PYP training.

Tags:Curriculum, Budget & Grants, MGIB: IB

- (On-Track) Purchase texts in our second language (Spanish), and in other languages representative of our students' linguistic and cultural identities (ELs, Diver learners, African Americans, etc.).

Tags:Curriculum, Budget & Grants, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism, MGIB: IB

- (On-Track) Schedule feasibility team planning meetings, including summer dates

Tags:Curriculum, Budget & Grants, MGIB: IB

- (Postponed) Grade level meetings four times a year will involve planning single-subject teaching (mathematics in particular) in connection with unit components.

Tags:Curriculum, Math: Curriculum

- (Postponed) PYP planners will be updated regularly with teachers' reflections; at minimum 2 times per unit.

Tags:Curriculum, MGIB: IB

- (Postponed) Grade level teams will write units of inquiry that involve opportunities to allow students to demonstrate their understanding in a variety of ways.

Tags:Curriculum, Assessment: Multiple Measures to Provide Evidence of Student Learning, Budget & Grants

- (Postponed) The written curriculum fosters the development of the IB learner profile attributes and will be evident in unit planners.

Tags:Curriculum, MGIB: IB

- (Postponed) Teachers will write units of inquiry that provide opportunities for student learning that is significant, relevant, engaging, and challenging.

Tags:Curriculum, Instruction, MGIB: IB

- (On-Track) Review programme of inquiry and components as an implementation team, at minimum one time per year.

Tags:Leadership for Continuous Improvement, Curriculum, MGIB: IB

- (Not started) PYP students will complete reflections at a minimum of three times per unit of inquiry, (before, during, after). These reflections will involve assessment criteria and self-reflection of conceptual understanding.

Tags:Curriculum, Assessment: Multiple Measures to Provide Evidence of Student Learning, MGIB: IB

- (Not started) Standardize assessments in the IB MYP to ensure curriculum standards/criteria are being assessed appropriately

Tags:Curriculum, Assessment: Fair, Accurate and Consistent Grading Systems, MGIB: IB

- (Postponed) Review all course syllabus to ensure they have all IB components: units of study, IB criteria, IB MYP scoring conversion chart, etc.

Tags:Curriculum, MGIB: IB

- (Postponed) Provide time for subject-specific teachers to meet and re-design their scope and sequence to promote continuity in grades 6-8.

Tags:Curriculum, Instruction, MGIB: IB

- (On-Track) Review IB MYP units and include language objectives for EL students and differentiation for tiers one, two, and three.

Tags:Curriculum, MGIB: IB, OLCE, Personalized Learning: Tailored Learning/Differentiation

- (Postponed) Create an MYP chart that has the written curriculum for the year (subject overviews) and is posted outside each classroom.

Tags:Curriculum, MGIB: IB

- (Postponed) Create a scope and sequence for Spanish PK - 8.

Tags:Curriculum, MGIB: IB, OLCE

- (On-Track) Provide PD for all grade levels on the new 2020 WIDA standards and establish criteria that address WIDA and/or Can-Do descriptors

Tags:OLCE

	<ul style="list-style-type: none"> • (Behind) Establish a consistent protocol across grade levels for SEL using the Second Step curriculum. Tags:Curriculum, OSEL: SEL Instruction • (On-Track) The school will renew their website license with Edlio on an annual basis to give access to all stakeholders to access the curriculum, school updates, contact information, etc. Tags:Curriculum, Budget & Grants • (Behind) Conduct an inventory and identify what teachers are in need of Amplify's curriculum and need to attend training. Tags:Science: Curriculum
--	--

Action Plan

Strategy 1

Not started Oct 19, 2020

Provide PD to teachers on developing and implementing interventions to address specific needs in reading and math for grades K-8.

Aug 25, 2020 to Jun 22, 2022 - Teachers MTSS Team Admin

On-Track Sep 28, 2020

Provide PD to teachers on implementing SEL specific Tier 2 and Tier 3 interventions in grades K-8

Aug 31, 2020 to Jun 22, 2022 - Dujuana Irvin Noemi Ramos SEL / BHT Team

On-Track Sep 28, 2020

Dedicate one grade-level meeting per month to analyze MTSS data, develop strategies and interventions, and identify specific student needs in grade K-8.

Aug 31, 2020 to Jun 22, 2022 - Nicole Shere Teacher Leaders

On-Track Sep 28, 2020

Conduct beginning of the year data review for targeted intervention implementation by the MTSS team

Aug 31, 2020 to Sep 30, 2020 - MTSS Team Team Leaders Nicole Shere

On-Track Sep 28, 2020

Develop, and update, a quarterly MTSS communication plan between parents and teachers regarding MTSS and student progress in grades K-8.

Aug 10, 2020 to Jun 24, 2021 - Nicole Shere

On-Track Sep 28, 2020

Continue to have an MTSS team member (social worker, psychologist, counselor, speech pathologist, etc.) visit classrooms and provide support and feedback to teachers about the implementation of MTSS; observation, support, and guidance will be documented via GoogleDocs.

Aug 31, 2020 to Jun 22, 2022 - Related Service Providers MTSS Team

Not started Sep 28, 2020

Provide funding for SEL resources and SEL libraries to support teachers and staff with the implementation of SEL interventions at all Tier levels.

Aug 20, 2020 to Jun 24, 2021 - SEL Team Admin

On-Track Sep 28, 2020

Students who have been retained (personal learning plan), or are in the lowest percentile are given priority with MTSS interventions, regardless of tier status and offered priority enrollment in after school programs.

Aug 31, 2020 to Jun 22, 2022 - Nicole Shere Dujuana Irvin Teachers Administration Casey Mcleod

On-Track Sep 28, 2020

Any student who is in the 21st-39th percentile for NWEA will be tier 2, 20th percentile for NWEA, and below is tier 3. Students will receive individualized interventions based on their tiered levels, WIDA Access scores, and classroom data tied to the learning continuum RIT bands. (ELL students will be tiered using various data sources)

Aug 31, 2020 to Jun 22, 2022 - MTSS Coordinator Teachers Support Staff

On-Track Sep 28, 2020

Continue to implement 2nd Step with fidelity across grade levels PreK-8. Analyze the effectiveness of 2nd Step and compare it to the data looking for an increase in positive engagement and a decrease in negative behaviors compared to historical or school-wide data.

Aug 31, 2020 to Jun 22, 2022 - Ms. Irvin SEL Team Administration

On-Track Sep 28, 2020

Provide PD on restorative practices and interventions, analyze incidents of behavior, and analyze logged interventions in Aspen.

Aug 31, 2020 to Jun 22, 2022 - SEL team BHT team Administration

On-Track Sep 28, 2020

Identify and provide funding for ELL literacy interventions to streamline ELL MTSS intervention identification.

Aug 31, 2020 to Jun 30, 2021 - Administration ELPT

On-Track Sep 28, 2020

Provide PD to teachers on ELL MTSS interventions and progress monitoring of interventions.

Aug 31, 2020 to Jun 30, 2022 - Administration ELPT

On-Track Sep 28, 2020

English language learners that are PY5+ and demonstrate ELP levels below 3.0 in their Lit Composite score according to WIDA will be moved towards MTSS tiered-interventions according to their language proficiency level.

Aug 31, 2020 to Jun 22, 2022 - Admin MTSS Coordinator Teacher Leaders ELPT 4-8 Teachers

On-Track Sep 28, 2020

Continue to implement Wilson for literacy interventions for identified students with reading deficits.

Aug 31, 2020 to Jun 22, 2022 - Admin Teacher Leaders Teachers Support Staff

On-Track Sep 28, 2020

Identify and provide funding for a Tier 3 math intervention program for students and provide PD training for teachers to implement interventions.

Aug 31, 2020 to Jun 30, 2022 - Admin Teacher Leaders

On-Track Sep 28, 2020

Provide intentional PD through GLM on how to implement accommodations and modifications for students with disabilities for teachers.

Aug 31, 2020 to Jun 30, 2022 - Sped Teacher Leaders Case Manager Admin

On-Track Oct 21, 2020

Provide professional development for teachers on progress monitoring and teaching self-reflection on student success and identifying when to shift an intervention.

Aug 31, 2020 to Jun 30, 2022 - MTSS Team Admin Teacher Leaders

On-Track Sep 28, 2020

Teachers will focus on tier-one instruction during remote learning but will continue to differentiate for tier two and three students.

Sep 08, 2020 to Nov 16, 2020 - Teachers

Strategy 2

On-Track Sep 28, 2020

PYP training to establish a common language around inquiry-based instruction.

Aug 31, 2020 to Jun 30, 2022 - Admin PYP & MYP Coordinator IB Feasibility team

On-Track Sep 28, 2020

Train PYP teachers in creating inquiry-based and learner-centered lessons.

Aug 31, 2020 to Jun 30, 2022 - Admin PYP & MYP Coordinator IB Feasibility team

On-Track Sep 28, 2020

Grade Level Meetings focusing on inquiry-based instruction.

Aug 31, 2020 to Jun 30, 2022 - Admin Leadership team

On-Track Sep 28, 2020

Accumulate resources to facilitate creation of inquiry-based lessons.

Aug 31, 2020 to Jun 30, 2022 - Admin PYP & MYP Coordinator IB Feasibility team

On-Track Sep 28, 2020

Provide substitutes or extended-day pay toward vertical planning sessions (including all staff: Sped, EL, Specials) focusing on - program of inquiry (PYP), unit planning

Aug 31, 2020 to Jul 30, 2022 - Admin PreK-5 staff

On-Track Sep 28, 2020

Provide substitutes or extended-day pay toward vertical planning sessions (including all staff: Sped, EL, Specials) focusing on - interdisciplinary units and revising subject overviews (MYP), unit planning

Aug 31, 2020 to Jun 30, 2022 - Admin 6-8 staff

On-Track Sep 28, 2020

Development of two interdisciplinary units per grade level for MYP.

Aug 31, 2020 to Jun 30, 2022 - Leadership MYP staff

On-Track Sep 28, 2020

Development of six transdisciplinary units for grades 1-5 and four for PreK and K for PYP.

Aug 31, 2020 to Jun 30, 2022 - Leadership PYP staff

Not started Sep 28, 2020

Post inquiry questions (MYP) and lines of inquiry (PYP) in each classroom for reference and accountability; and to encourage student inquiry and discovery.

Aug 31, 2020 to Jun 30, 2022 - Teachers

Not started Sep 28, 2020

Creation and implementation of rigorous tasks that are assessed with a rubric, aligned to PYP/MYP Criteria

Aug 31, 2020 to Jun 30, 2022 - Teachers ILT

Behind Sep 28, 2020

IB MYP and PYP units have evidence of inclusive instructional materials and modalities that include but are not limited to SEL, multicultural, etc.

Aug 31, 2020 to Jun 30, 2022 - Teachers

On-Track Sep 28, 2020

Create student voice through surveys and reflections that collect students' input on instructional focus and/or ownership of delivery of assessment.

Aug 31, 2020 to Jun 30, 2022 - Teachers

Not started Sep 28, 2020

Provide Professional Development on student-led lessons where student discourse is the focus. (Socratic seminars, debates, etc)

Aug 31, 2020 to Jun 30, 2022 - Admin ILT Teacher Leaders

Not started Sep 28, 2020

Explicit modeling and teaching of what student discourse looks like across grade-levels.

Aug 31, 2020 to Jun 30, 2022 - Teachers

Not started Sep 28, 2020

Share, implement, and evaluate strategies for a collaborative community within the classroom in GLM or PD.

Aug 31, 2020 to Jun 30, 2022 - Whole staff

On-Track Sep 28, 2020

Continue social-emotional strategies such as mindful practices, Calm Classroom, etc.

Aug 31, 2020 to Jun 30, 2022 - Admin Leadership team Teachers

All classrooms begin class with mindful practices and have SEL standards in their lesson plans
--

On-Track Sep 28, 2020

Create opportunities in lessons and/or recognizing students in the classroom (or school) that model the different learner profiles.

Aug 31, 2020 to Jun 30, 2022 - Whole staff

Postponed Sep 28, 2020

Incorporate formative assessment lessons (FALs) into mathematics units on a quarterly basis to provide students with cognitively challenging tasks, ability to construct mathematical reasoning and critique the reasoning of others (K-5)

Aug 31, 2020 to Jun 30, 2022 - Teachers

Postponed Sep 28, 2020

Establish a cross-grade level peer buddy/mentor. (SEL/ Learner Profile/ Establish school community)

Aug 31, 2020 to Jun 30, 2022 - Teachers

On-Track Sep 28, 2020

Project-based learning: 3-8 science fair, humanities fair, PYP exhibition K-4 grade levels decide quarterly projects reflecting authentic student work for real audiences (beyond the teacher)

Aug 31, 2020 to Jun 30, 2022 - Teachers

Postponed Sep 28, 2020

Create a calendar of school-wide events that is shared at the BOY so teachers can plan/incorporate into lessons/units

Aug 31, 2020 to Jun 30, 2022 - Admin Leadership team

Behind Sep 28, 2020

Engagement in skills, based on all individual student needs that is evident in centers/ small group instruction,/ MTSS/ data analysis/ collaboration time for sped, gen ed, bilingual and higher-performing students.

Aug 31, 2020 to Jun 30, 2022 - Admin Teachers Whole staff

On-Track Sep 28, 2020

Paraprofessional support in rooms (PD and assigning roles within the room) shifts towards them sharing their knowledge and best practices with teachers.

Aug 31, 2020 to Jun 30, 2022 - Paraprofessionals Teachers

Behind Sep 28, 2020

All classes will shift the majority of their instruction from whole-group to small group.

Aug 31, 2020 to Jun 30, 2021 - Teachers

Strategy 3

Behind Sep 28, 2020

All K-2nd grade teachers will receive Wilson language training (Foundations)

Aug 31, 2020 to Jun 30, 2021 - Admin

Behind Sep 28, 2020

All K-2nd grade teachers will implement Wilson's Foundations curriculum by January 2021

Aug 31, 2020 to Jan 04, 2021 - Admin K-2 Teachers

Postponed Sep 28, 2020

Re-establish expectations for guided reading centers and investigate ways to teach targeted NWEA reading skills

Aug 31, 2020 to Sep 04, 2020 - Admin Leadership team

On-Track Oct 19, 2020

Continue to plan for small-group math instruction with a focus on target skills.

Aug 31, 2020 to Jun 30, 2022 - K-5 Teachers

Behind Sep 28, 2020

Calibrate small-group math assessments to evaluate their effectiveness with regards to cognitive demand and equity.

Aug 31, 2020 to Jun 30, 2022 - K- 5 Teachers

Not started Oct 19, 2020

Collect and analyze small-group math assessment data via ASPEN to evaluate student performance on targeted NWEA subcategory skills.

Aug 31, 2020 to Jun 30, 2022 - K- 5 Teachers

On-Track Sep 28, 2020

Teacher teams at each grade level will begin POI mapping and unit planning, through ½ day grade level release planning sessions.

Aug 31, 2020 to Jun 30, 2022 - Admin PYP Coordinator

On-Track Sep 28, 2020

Facilitate inquiry-based professional development, both prior to, and in conjunction with, POI mapping and unit planning, that involves all content areas.

Aug 31, 2020 to Jun 30, 2022 - PYP Coordinator

On-Track Sep 28, 2020

The program of inquiry and major unit components will be visible to the school community through several large hallway displays. Additionally, the POI will be accessible to all stakeholders via the school website.

Aug 31, 2020 to Nov 11, 2020 - IB Programme Coordinators

On-Track Sep 28, 2020

Publication of IB PYP/MYP monthly newsletter focused on each attribute, as a way of educating stakeholders.

Aug 31, 2020 to Jun 30, 2022 - IB Programme Coordinators

On-Track Sep 28, 2020

Publish all curricula and program-specific information on the school website to keep all stakeholders informed.

Aug 31, 2020 to Jun 30, 2022 - Technology Coordinator IB Programme Coordinators

On-Track Sep 28, 2020

Instructional Leadership Team meets to reflect on PYP implementation, establish professional development needs, and create action steps in accordance with programme goals.

Aug 31, 2020 to Jun 30, 2022 - ILT Feasibility Team

On-Track Sep 28, 2020

All Pre-K through 5th-grade teachers will receive category 1 IB PYP training.

Aug 31, 2020 to Jun 30, 2022 - IB PYP Coordinator

On-Track Sep 28, 2020

Purchase texts in our second language (Spanish), and in other languages representative of our students' linguistic and cultural identities (ELs, Diver learners, African Americans, etc.).

Aug 31, 2020 to Jun 30, 2022 - IB PYP Coordinator IB Feasibility Team

On-Track Sep 28, 2020

Schedule feasibility team planning meetings, including summer dates

Jul 01, 2020 to Jun 30, 2022 - IB PYP Coordinator

Postponed Sep 28, 2020

Grade level meetings four times a year will involve planning single-subject teaching (mathematics in particular) in connection with unit components.

Aug 31, 2020 to Jun 30, 2022 - Admin IB PYP Coordinator

Postponed Sep 28, 2020

PYP planners will be updated regularly with teachers' reflections; at minimum 2 times per unit.

Aug 31, 2020 to Jun 30, 2022 - IB PYP Teachers

Postponed Sep 28, 2020

Grade level teams will write units of inquiry that involve opportunities to allow students to demonstrate their understanding in a variety of ways.

Aug 31, 2020 to Jun 30, 2022 - Pre-K - 5th grade teachers

Postponed Sep 28, 2020

The written curriculum fosters the development of the IB learner profile attributes and will be evident in unit planners.

Aug 31, 2020 to Jun 30, 2022 - IB Programme Coordinators All Teachers

Postponed Sep 28, 2020

Teachers will write units of inquiry that provide opportunities for student learning that is significant, relevant, engaging, and challenging.

Aug 31, 2020 to Jun 30, 2022 - All Teachers

On-Track Sep 28, 2020

Review programme of inquiry and components as an implementation team, at minimum one time per year.

Aug 31, 2020 to Jun 30, 2022 - IB PYP Coordinator Implementation Team

Not started Sep 28, 2020

PYP students will complete reflections at a minimum of three times per unit of inquiry, (before, during, after). These reflections will involve assessment criteria and self-reflection of conceptual understanding.

Aug 31, 2020 to Jun 30, 2022 - IB PYP Teachers

Not started Sep 28, 2020

Standardize assessments in the IB MYP to ensure curriculum standards/criteria are being assessed appropriately

Aug 31, 2020 to Jun 30, 2022 - IB MYP Coordinator IB MYP Teachers

Postponed Sep 28, 2020

Review all course syllabus to ensure they have all IB components: units of study, IB criteria, IB MYP scoring conversion chart, etc.

Aug 31, 2020 to Jun 30, 2022 - IB MYP Coordinator IB MYP Teachers

Postponed Sep 28, 2020

Provide time for subject-specific teachers to meet and re-design their scope and sequence to promote continuity in grades 6-8.

Aug 31, 2020 to Jun 30, 2022 - IB MYP Coordinator 6th-8th IB Core-Content Teachers

On-Track Sep 28, 2020

Review IB MYP units and include language objectives for EL students and differentiation for tiers one, two, and three.

- IB MYP Coordinator IB MYP Teachers

Postponed Sep 28, 2020

Create an MYP chart that has the written curriculum for the year (subject overviews) and is posted outside each classroom.

- IB MYP Coordinator IB MYP Teachers

Postponed Sep 28, 2020

Create a scope and sequence for Spanish PK - 8.

Aug 03, 2020 to Jan 04, 2021 - Admin IB Programme Coordinators IB PYP & MYP Spanish Teachers

On-Track Sep 28, 2020

Provide PD for all grade levels on the new 2020 WIDA standards and establish criteria that address WIDA and/or Can-Do descriptors

Aug 31, 2020 to Jun 30, 2022 - Admin ILT

Behind Sep 28, 2020

Establish a consistent protocol across grade levels for SEL using the Second Step curriculum.

Aug 31, 2020 to Sep 04, 2020 - Admin SEL Team

6-8 is still without Second Step Kits.
--

On-Track Sep 28, 2020

The school will renew their website license with Edlio on an annual basis to give access to all stakeholders to access the curriculum, school updates, contact information, etc.

Aug 31, 2020 to Jun 30, 2022 - Admin

Behind Sep 28, 2020

Conduct an inventory and identify what teachers are in need of Amplify's curriculum and need to attend training.

Aug 31, 2020 to Sep 30, 2020 - Admin

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

In 2019, the Instructional Leadership Team (ILT) and the Continuous Improvement Work Plan (CIWP) team performed a month-long comprehensive needs assessment using off-track data provided by CPS, NWEA data, and ACCESS scores. Upon analyzing the data and looking for trends, the ILT decided that our school's most pressing needs were attendance amongst our African American students, reading growth for our ELs and diverse learners, and math growth for our ELs and diverse learners were going to be a focus for the 2020-2022 CIWP. Additionally, the ILT and CIWP team want to provide teachers with more resources, strategies, professional development, etc., particularly for math, as students' academic achievement in math is lower than reading.

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

Instruction at Locke Elementary is driven using small group instruction in all grades in order to implement with fidelity and validity the Multi-Tiered System of Support (MTSS). Small group instruction via the MTSS model ensures that all teachers are using specific interventions to teach and re-teach targeted skills that are identified as critical standards.

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.

As aforementioned, instruction at Locke Elementary is driven using small group instruction in all grades in order to implement with fidelity and validity the Multi-Tiered System of Support (MTSS). Small group instruction via the MTSS model ensures that all teachers are using specific interventions to teach and re-teach targeted skills that are identified as critical standards. Additionally, the MTSS emphasizes students' social-emotional learning (SEL). The school has implemented an SEL program, Second Step, as a resource for all students, particularly our underserved population. Students retained get priority for MTSS interventions as well as after school academic-based programs. Research shows that primary and intermediate education is crucial for students' development and a key indicator of how they will progress academically in middle school, high school, and beyond. Consequently, Locke has implemented the Wilson Program (Foundations) to increase literacy amongst our K-2 grade students.

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).

As aforementioned, students retained or at risk of not meeting the state's academic achievement standards receive priority for MTSS interventions as well as after school academic-based programs. Embedded within our MTSS are SEL programs (Second Step and Calm Classroom), Behavioral and Health Team (BHT) services (partnership with Lutheran Social Services and clinicians readily available at Locke to mentor and counsel with students), and after school programs that include academic and vocational programs (TTM, Interventions, ESL, Young Bankers, Harvest Joy, etc.)

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

Locke elementary seeks candidates that have their English as a Second Language (ESL) endorsement, preferably with International Baccalaureate (IB) experience. The interview process is extensive to ensure that the school is hiring high-quality, highly-qualified teachers. The interview process includes three rounds: a general interview with at least two people from the leadership team and one administrator, a second interview with grade-level team members or lead teachers, and the final interview with all administrators. In the past, Locke partnered with Depaul and Dominican University and provided student-teaching positions. Many staff members at Locke did their student-teaching at Locke Elementary via these two programs. This invaluable experience allows the administrators, leadership team, and grade-level teams to observe student-teachers for several months and understand their teaching style, philosophy, etc. Locke will partner with NEIU with the hopes of attracting high-quality, highly-qualified teachers.

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.

Ongoing professional development (PD) is provided by CPS at their annual summits. Lead teachers are responsible for attending the three-year cycle summits and providing a PD to their respective grade band. All ESL and bilingual teachers are required to attend at least two ESL/Bilingual PDs per year. Most of Locke's bilingual teachers attend the Annual Bilingual Conference. All 6-8th grade teachers must attend ongoing IB PDs. As Locke transitions to PYP, all PreK-5th grade teachers will receive IB training. OECE has a 2-day summer PD ?Ready, Set, Teach? (Many differentiated PDs offered over 2 days) for PreK through 2nd grade. Lastly, PDs provided at Locke Elementary are School designed using scientifically based research (GLMs, PAC meetings, BAC meetings, etc.).

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

Locke hosts family events in the evening that promote family literacy, such as Back to school, Science Fair, International Literacy Day, History fair, African American Museum, and many more events. Incentives are provided to increase the number of families that enter our building for these events. The PAC/BAC hosts workshops for parents that include but are not limited to helping with homework, how to deal with stress, and many more. A new IB PYP and MYP newsletter will include a parent section that will have up-to-date information about the school and strategies that parents can use at home to reinforce the ten IB Learner Profiles. Locke has hosted high school fairs and has supported parents during the high school application phase. Lastly, parents attend bilingual conferences.

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.

There is a Kindergarten orientation for all students. Preschool teachers plan a "transition" unit of study at the end of the year that focuses on the transition from PreK to K. Summer packets to prepare parents and students transition from PreK to K.

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 grade levels vote on whether they want to administer the NWEA at the beginning of the year. The administration is respectful of each grade level's decision and will allow grade levels that voted yes to administer the NWEA at the beginning of the year. All grade levels voted on how many and what type of weekly grades should be entered into Aspen. Lastly, all teachers vote on an assessment plan for the following school year.

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.

The MTSS model ensures that teachers are implementing weekly interventions and progress monitoring those interventions as a means of ensuring the fidelity and validity of the interventions. Quarterly grade level meetings are designated for the aforementioned strategy.

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.

Locke has partnered with the following organizations: Youth Outreach, The Brook (ESL program for parents), Northwest Housing, and Wright College (GED program). Locke provides students with programs that can elicit interest in finance, nutrition, sports, etc. (Young Bankers, Harvest Joy, athletic programs, etc.). Lastly, Locke was granted the IL Empower Grant to improve student outcomes.

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.

Through maintaining the BAC and PAC we will see parental involvement through meetings, social gatherings, and events that will lead to increased student success.

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

TBD (third week in September 2020)

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

This will be accomplished by hosting an Open House within the first month of school. Individual teachers will relay all necessary information regarding curriculum, assessment tools and proficiency level goals during their presentations to parents

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

As soon as NWEA, Acess, and PARCC student summary reports are received, the school will distribute copies to students to be sent home to parents. Copies will be maintained by ASPEN

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.

Letters are sent home for the parents to request teacher credentials.

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.

Presentations are made at BAC and PAC meetings. The school website provides links to the common core state standards as well as parent portal where parents can access their child's grades. In addition, all of this information is provided to parents at the beginning of the year during open house.

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 school invites parents to come in for support during report card pick-up night, open house, and during additional parent meetings as needed. During these meetings, all parents are provided with resources and handouts that include how to access parent portal, how to check the student agenda, access Nearpod, Freckle, Reading A to Z, TTM, the Locke school website, and additional sites to work on math and literacy skills.

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.

Information will be reviewed and relayed to all-staff during mandatory professional development provided before the beginning of the school year.

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.

Preschool teachers offer workshops to parents during report card pickup days and school community nights to model various early literacy and math strategies. This will assist parents in supporting their children at home.

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

All information that parents receive is in Spanish and English. In addition to all of the handouts given to parents, the website is updated on a daily basis and uploaded with family programs, meeting times, and other activities in the news and calendar section.

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.)

Education for a better world. Our mission is to foster meaningful learning for all by increasing rigor and student engagement. Through inquiry, action, and reflection, our students will develop global understanding and attitudes that will lead to productive and successful lives.

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

Parent-teacher conferences will be held on 11/18/2020 and 4/21/2020. Parent-teacher conferences will be held face-to-face. Parents can speak to teachers individually or with all teachers remotely 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.

Progress reports will be sent home with students on the following dates: 10/9/2020, 12/18/2020, 3/12/2021, and 5/21/2021.

Quarterly academic and IEP report cards will be provided to parents on the following dates: 11/18/2020 (Parent-teacher conferences), 2/12/2021 (Sent home with students), 4/21/2021 (Parent-teacher conferences), and 6/22/2021 (Sent home with students).

Teachers will update Aspen on a weekly basis with at least two grades per week. Parents have access to weekly grades in ASPEN.

All students will be provided with an NWEA progress report that has their most up-to-date NWEA data

and are expected to share the information with their parents. NWEA progress reports will be sent home in January 2021 and June 2021.

All parents will be provided with an ACCESS report upon completion of their child's ACCESS exam.

All parents will be provided with a quarterly MTSS Parent Progress Report that explains the MTSS interventions their students are partaking in.

A quarterly meeting with the administration for those students in benchmark grades that are in danger of failing.

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

All staff members are readily available via email and mobile platforms (Dojo, Remind, etc.). Parents have access to staff during parent-teacher conferences and can email parents to set up appointments. Locke staff is available during open houses and family events hosted throughout the school year.

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

The school has provided the following opportunities for parents to volunteer and participate in their children's classes: International Day of Families, PreK Literacy Day, Literacy Night, field trips, and career day. Also, upon teacher approval and background check, parents are allowed to assist in their children's classes and help with teacher-assigned tasks.

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

Parents are encouraged to monitor weekly grades and attendance in Aspen. The school hosts quarterly meetings to educate parents on using Aspen. Parents can assist with learning by staying up-to-date with classroom and school updates by using the school's website, reading the newsletter, and large displays throughout the school that has the school's programme of inquiry to assist in learning.

Parents are encouraged to monitor the student agenda and classroom websites. IB MYP Rubrics have a parent component that encourages parents to assess their children's work and leave comments.

Parents are expected to sign and return progress reports and second-quarter report card. Parents are active participants in IEP meetings.

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

The IB MYP Coordinator hosts yearly IB Info sessions for all stakeholders and takes parents' comments and suggestions into consideration when planning throughout the school year.

The MTSS/BHT makes parents aware of their child's behavior and gives parents the opportunity to be part of the process moving forward with planning alongside the MTSS/BHT. Parents are active participants in IEP, PAC, LSC, and BAC meetings. Parents consult with teachers about their child's education during benchmark meetings, parent-teacher conferences, appointments with teachers, SEL restorative conversations, and feedback from the MTSS parent letter.

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 are active participants during the benchmark meetings and parent-teacher conferences. All students will be required to complete reflections through the school year as part of the IB PYP and MYP to elicit student agency. PYP students determine learning goals and assessment criteria alongside their peers and teachers. School-wide and classroom incentives showcase student responsibility and achievement. Some grade levels (mostly upper grades) allow students to establish their own NWEA goals. All students recite the Locke Scholar Affirmation at the beginning of each day to remind them of their responsibility to always show effort and assure responsible behavior.

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.

Locke's goals are to continue to educate our parents on the academic progress of our school and insure they understand our expectations. By keeping them well informed via weekly newsletters from our k-2 teachers, utilizing parent portal, our agendas, twitter, website, teacher websites and monthly newsletters we are able to keep them in the loop of what we are doing. The majority of our PD topics are on: How to help you child in specific subjects. How to insure your child is doing their homework. How to read the data we send home.

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.	\$2000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$2000.00
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.	\$2000.00
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.	\$1118.00
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