

Louis Nettelhorst Elementary School

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/13/2020	Yasmeen, Deborah, Josh, John S., John N., Heather, Sarah, Kirbie, Claudia, Trent	School Excellence Framework
01/28/2020		School Excellence Framework

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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 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
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 2 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:**
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 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:**
- 2 - 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
 - 2 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
 - 2 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 2 or chronic absenteeism (REQUIRED: MTSS)
- 2 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 3 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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
 - 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)
 - 3 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:**

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:**
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 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:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 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:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 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: Balanced Assessment and Grading	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
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	4
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	5
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	NWEA Math Growth for African American students
Root Cause 1	Lack of professional development in utilizing NWEA data to drive small group instruction to meet students at their level.

Area of Critical Need 2	Overall 2nd Grade Reading Attainment as well as Reading attainment for 2nd grade African American students
Root Cause 2	There is no uniform progress monitoring tool to track interventions for struggling readers
Area of Critical Need 3	Overall 2nd grade Math Attainment as well as Math Attainment for 2nd grade attainment for African American students
Root Cause 3	There is no uniform data tracking for struggling readers to pass along with students to their future teachers.
Area of Critical Need 4	Overall annual attendance percentage
Root Cause 4	Lack of time spent analyzing and differentiating the data to support students with low attendance.

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) NWEA Math growth has been a school wide priority for two years. As a result we have seen incremental gains for students in 3rd-8th grade however, we math growth for African American students has been inconsistent.	African American Male		45.70	51.30
Vision: NWEA Attainment G2 (Reading) 2nd grade attainment has been below the 70 percent. African American student attainment is below 15 percent.	Overall		70.10	70.10
	African American		38.00	48.70
Vision: NWEA Attainment G2 (Math) 2nd grade attainment has been below the 70 percent. African American student attainment is below 15 percent.	Overall		77.60	80.20
	African American		44.16	57.91
Vision: Attendance Rate We have struggled to maintain our annual attendance percentage at or above 95 percent.	Overall		95.12	95.70
(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 Effective Leaders- (Instructional Leadership) move from being neutral in this sub-category to strong by the end of the 2020-2021 cycle. Collaborative Teachers - (Teacher-to-teacher trust + Collective Responsibility) will increase from weak (37) to neutral (45) bringing our overall sub-category up and closer to strong by the 2020-2021 cycle.				4.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we guide staff to develop and implement on-going interim assessment cycle for math and guide them to use interim assessment analyses to inform and guide re-teaching while considering cultural (responsive teaching practices) and linguistic needs to support instructional decisions.
Then we see...	An increase in Collective Responsibility among staff (2019 (36) to Neutral (46) as measured by the 5Essentials over the next two cycles from teachers utilizing interim assessment data quarterly to guide reteaching and scaffolding to determine student mastery of standards.
which leads to...	Increased student agency and empowerment over their learning as evidenced by 78% of all students in (3rd-8th) and 53% of African American Male students meeting or exceeding their NWEA growth target in 2022
Budget Description	115 funds to support the purchase of math interim assessments in K-8th and open buckets for teacher extended day and sub coverage for professional development

Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> • (Completed) By September 2020, 100% of K-8 math teachers will review their scope and sequences to identify priority standards to be assessed each quarter. Tags: • (Not started) By November 2020, 100% of teachers will read chapters 1-3 of ?The Promise and Practice of Next Generation Assessment? focused on the Five Student-Centered Principles Tags: • (Not started) By January 2021, K-8 math teachers will receive professional learning on the District assessment check-point system. Tags:Assessment: Checkpoint Student Assessment System • (Not started) By March 2021, ILT team will read chapter 4 of ?The Promise and Practice of Next Generation Assessment? focused on the Five School-Centered Principles. Tags: • (Not started) By April 2021, 100 % of K-8 math teachers will have drafted a summative assessment for at least one quarter of instruction. Tags:Assessment: Checkpoint Student Assessment System, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) By August 2021, ILT will read ?Developing Assessment-Capable Visible Learners?, create a guidance document and timeline that outlines the goals of the assessment cycle process and norm assessment categorical weights. Tags: • (Not started) By October 2021, K-8 Math teachers will have developed an understanding of the attributes of the Five Student-Centered Principles of the Next Generation assessment and have drafted one summative assessment for quarters 1 & 2. Tags: • (Not started) December 2021, K-8 math teachers will collaboratively score Q1 summative assessments using the ILT data analysis protocol.

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) By February 2022, K-8 math teachers will collaboratively score Q2 summative assessments using the ILT data analysis protocol. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) By March 2022, 100 % of K-8 math teachers will have drafted one summative assessment for quarters 3 & 4. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) June 2022, K-8 math teachers will collaboratively score Q3 and Q4 summative assessments using the ILT data analysis protocol. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>
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Strategy 2

If we do...	Create teacher team structures that looks at the whole student through the development of an individual plan for students that address both preventions and interventions and continue to develop an explicit pyramid of interventions and preventions
Then we see...	Teachers utilizing a student tracking system that uses assessment information, course grades, teacher referrals, and attendance to track student interventions and frequently discuss and act together to improve the learning and personal development of each student standard through formative assessments.
which leads to...	Students engaging in the creation and implementation of their intervention and overall growth in NWEA Attainment for 2nd graders, specifically at/above the 70.1 percentile for math and the 80.2 percentile for reading, as well as NWEA Growth overall for African American 3rd-8th graders to the 70th percentile.
Budget Description	115 funds to support the purchase of student materials and teacher extended day and sub coverage for professional development. \$15,000 in 353 funds to allow cohort of teachers in K-3 to participate in a Leap personalized learning cohort.
Tags	MTSS, Assessment: PreK-3 Assessment, Equity: Liberatory Thinking, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) By September of 2020, the MTSS team will meet to develop a clear plan for adult learning across the school, aligning: Topics for whole group professional development sessions & Goals/protocols/expectations for team meetings <p>Tags:MTSS: Fidelity of Implementation</p>

	<ul style="list-style-type: none"> • (Not started) By the end of quarter 1, the MTSS team will partner with the network to train staff on implementing Tier 2 classroom- based interventions Tags:MTSS: Curriculum & Instruction • (Not started) By the end of quarter 3, the MTSS team will partner with the network to build a system that tracks student assessment information, courses grades, teacher referrals, and attendance to track each individual student and their intensity/schedule of interventions. Tags:MTSS: Progress Monitoring • (Not started) By the end of quarter 3, the MTSS team will train staff on utilizing the progress monitoring tool to record interventions and student anecdotal data as a product for analysis to have deep and frequent conversations about student progress and to adjust interventions for students. Tags:MTSS: Progress Monitoring • (Not started) By the end of quarter 4, the MTSS team will create and administer a needs assessment survey to staff Tags:MTSS: Fidelity of Implementation • (Not started) By August 2021, the MTSS team will create a MTSS PD action plan for whole staff professional development to address learning gaps that exist across staff Tags:MTSS: Fidelity of Implementation • (Not started) Starting the second quarter, the MTSS team will monitor 3rd-8th teachers through the discussion and review of on-track data to improve the learning and personal development of each individual student. Tags:MTSS: Progress Monitoring • (Not started) By the end of quarter 4, the MTSS team will create and administer a needs assessment survey to staff Tags:MTSS: Fidelity of Implementation
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Strategy 3

If we do...	Develop an Arts leadership team and create structures for teacher common planning to engage in collaborative planning and shared learning about instructional practices that promote a schoolwide arts integration model.
Then we see...	Arts and non-arts teachers collaborate to co-plan and co-teach integrated units that prioritize art as a primary vehicle for teaching and learning.

which leads to...	An increase in the 5Es Supportive Environment student-teacher trust, neutral, 53%-60% (53-neutral increased to 60-strong) and a decrease in Nixon Behavior Incident Report filings from 261 reports, down 25% to 195 reported incidents.
Budget Description	115 funds to purchase materials and supplies as well as open buckets for sub coverage and teacher extended day to support team collaboration and arts teams meetings. 353 funds to support teachers attending annual Fine and Performing Arts Magnet Cluster Conference.
Tags	Instruction, Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Single Strand Arts Education (F/PA #4)
Action steps	<ul style="list-style-type: none"> • (Not started) By September 2020, the Arts Leadership team will review and revise the school's mission and vision to reflect the prioritization of arts integration. Tags:Arts Education: Mission Driven, Distributed Leadership (F/PA #1) • (Not started) By October 2020, the Arts Leadership team will develop a professional development plan for ongoing Arts Integration professional development for the 2020-21 school year. Tags:Arts Education: Authentic Arts Integration • (Not started) By November 2020, members of the Arts Leadership team will find or deliver professional development to the staff to define authentic arts integration. Tags:Arts Education: Authentic Arts Integration • (Not started) By April 2020 the Arts Leadership team will create an exemplar integrated unit to share with staff. Tags: • (Not started) By August 2021, each arts teacher will develop one integrated unit of study with a non-arts teacher for the 2021-22 school year. Tags: • (Not started) By September 2021, the Arts Leadership Team will find or deliver professional development to the staff to use arts integration strategies and arts within instruction in non-arts classes. Tags: • (Not started) By November 2021, each fine arts teacher will plan and implement one collaborative, integrated unit.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) By January 2022, teachers will incorporate arts strategies into their own unit plans. <p>Tags:</p>
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Strategy 4

If we do...	Guide ILT in leading teams in analyzing detailed student data when providing support and feedback to teachers through a distributed teacher leadership model.
Then we see...	Teachers lead grade level meetings with the use of data cycles and discussion protocols so that teachers can use their analysis to identify next steps for intervention, reteaching and enrichment. standards.
which leads to...	High standards for teaching and learning and an increase in distributed leadership as evidenced by the 5Essentials metric of Effective Leaders- (Instructional Leadership) moving from neutral in this sub-category to strong by the end of the 2020-2021 cycle.
Budget Description	115 funds to support teacher extended day and sub coverage for professional development
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) By September 2020, ILT members will participate in data analysis professional development. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) By November 2020, the ILT will research and agree upon a common data analysis protocol. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) By November 2020, ILT members will lead their teams through the data analysis protocol with BOY benchmark assessment data. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) By April 2020, ILT members will lead their teams through student work analysis protocols to plan for re-teaching and intervention. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) By October 2021, ILT members will lead their teams through the data analysis protocol with grade level common benchmark assessments. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) By November 2021, teachers will create re-teaching plans for Cycle 1 assessment data. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) By April 2021, ILT leads will lead teams through the common data analysis protocol in each 5 week cycle with classroom assessments, to plan for intervention and re-teaching. <p>Tags:</p>
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Strategy 5

If we do...	Lead school staff through a professional cycle of inquiry focused on a trauma informed approach to respond to students? needs in developmentally appropriate ways and create a conscious discipline team to; articulate clear expectations for common planning time, implement protocols focused on group analysis of student behavioral data for root causes, and provide teacher teams access to other developmental resources based on student needs.
Then we see...	Teacher teams frequently analyze data for root causes, all staff feeling comfortable reinforcing behavioral expectations and supporting students and school spaces beyond their own classrooms, and middle school teachers collaborating to create a tiered behavioral support system.
which leads to...	Improved trust between students and teachers as evidenced by the metric Student-Teacher trust on the 5 Essentials survey moving from weak to neutral by 2022.
Budget Description	115 funds to open buckets to support teacher collaboration during extended day and sub coverage for teacher professional development. 115 funds to purchase professional learning resources such as texts or online software to support analysis of student data.
Tags	CBE: Supports, Interventions, or Extensions, Equity: Fair Policie sand Systems, Equity: Liberatory Thinking, OSCPA: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> • (Not started) By June 2020, a team of teachers will attend a (4 day) Responsive classroom professional development workshop for beginning, middle school, and advanced teachers. <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) By July 2020, Culture and Climate Team will Partner with Conscious Discipline for one or two days of school-wide PD during the beginning of the school year, and develop a plan for continued learning throughout the year.

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) By September 2020, Culture and Climate Team will Assemble a Conscious Discipline Action Team (CDAT) with at least 6-8 people committed to attending nine monthly, 90-minute meetings

Tags:

- (Not started) By November 2020, Conscious Discipline Action Team (CDAT) will divide and share responsibility among members to present chapters 1-3 covering the Seven Powers and Skills for Conscious Adults to staff

Tags:OSEL: SEL Instruction

- (Not started) By April 2021, Conscious Discipline Action Team (CDAT) , will read chapters 4-10 (one chapter per month thereafter), covering the Seven Powers and Skills for Conscious Adults and As a team, discuss ways to integrate Conscious Discipline skills, rituals, and structures across the school, for staff and students, during each CDAT meeting.

Tags:OSEL: SEL Instruction

- (Not started) By May 2021, admin will purchase a site license for CDAT members to complete Conscious Discipline's 10-session E-Course and register school staff to attend OSEL's 2-Day Conscious Discipline PDs.

Tags:

- (Not started) By June 2021, Conscious Discipline Action Team (CDAT) will hold a ninth, end-of-year meeting to reflect back on the year and set goals for year 2 implementation.

Tags:

- (Not started) By August 2021, Conscious Discipline Action Team (CDAT) will send 2-3 CDAT members to a week-long Conscious Discipline Summer Institute and partner with Conscious Discipline for one or two days of school-wide PD to recommit to Conscious Discipline during the beginning of the school year, and develop a plan for continued learning throughout the year.

Tags:

- (Not started) By November 2021, Conscious Discipline Action Team (CDAT) will re-engage and add new members to your Conscious Discipline Action Team (CDAT) for school-wide rollout.

Tags:

	<ul style="list-style-type: none"> • (Not started) By April 2022, admin will invest in Conscious Discipline coaching for a small number of classrooms and register additional and/or new school staff to attend OSEL's 2-Day Conscious Discipline PDs <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) By June 2022 admin will, send Model Classroom Teachers (and any additional staff) to a week-long Conscious Discipline Summer Institute <p>Tags: OSEL: SEL Instruction</p>
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Action Plan

Strategy 1

Completed Oct 13, 2020

By September 2020, 100% of K-8 math teachers will review their scope and sequences to identify priority standards to be assessed each quarter.

Aug 03, 2020 to Sep 30, 2020 - ILT & Admin

By November 2020, 100% of teachers will read chapters 1-3 of "The Promise and Practice of Next Generation Assessment" focused on the Five Student-Centered Principles

Sep 30, 2020 to Oct 30, 2020 - Admin

By January 2021, K-8 math teachers will receive professional learning on the District assessment check-point system.

Nov 09, 2020 to Jan 22, 2021 - Admin, Math Team

By March 2021, ILT team will read chapter 4 of "The Promise and Practice of Next Generation Assessment" focused on the Five School-Centered Principles.

Jan 25, 2021 to Mar 05, 2021 - ILT

By April 2021, 100 % of K-8 math teachers will have drafted a summative assessment for at least one quarter of instruction.

Mar 08, 2021 to Apr 23, 2021 - Math Team, ILT

By August 2021, ILT will read "Developing Assessment-Capable Visible Learners", create a guidance document and timeline that outlines the goals of the assessment cycle process and norm assessment categorical weights.

May 03, 2021 to Aug 02, 2021 - ILT

By October 2021, K-8 Math teachers will have developed an understanding of the attributes of the Five Student-Centered Principles of the Next Generation assessment and have drafted one summative assessment for quarters 1 & 2.

Aug 16, 2021 to Oct 11, 2021 - Math Team, ILT

December 2021, K-8 math teachers will collaboratively score Q1 summative assessments using the ILT data analysis protocol.

Nov 08, 2021 to Nov 19, 2021 - Math Team, ILT

By February 2022, K-8 math teachers will collaboratively score Q2 summative assessments using the ILT data analysis protocol.

Feb 07, 2022 to Feb 25, 2022 - Math Team, ILT

By March 2022, 100 % of K-8 math teachers will have drafted one summative assessment for quarters 3 & 4.

Feb 14, 2022 to Mar 31, 2022 - Math Team

June 2022, K-8 math teachers will collaboratively score Q3 and Q4 summative assessments using the ILT data analysis protocol.

Jun 06, 2022 to Jun 17, 2022 - Math Team

Strategy 2

By September of 2020, the MTSS team will meet to develop a clear plan for adult learning across the school, aligning: Topics for whole group professional development sessions & Goals/protocols/expectations for team meetings

Aug 31, 2020 to Sep 30, 2020 - MTSS Team

By the end of quarter 1, the MTSS team will partner with the network to train staff on implementing Tier 2 classroom- based interventions

Oct 05, 2020 to Nov 06, 2020 - MTSS Team , Network

By the end of quarter 3, the MTSS team will partner with the network to build a system that tracks student assessment information, courses grades, teacher referrals, and attendance to track each individual student and their intensity/schedule of interventions.

Nov 05, 2020 to Feb 05, 2021 - MTSS Team, Network

By the end of quarter 3, the MTSS team will train staff on utilizing the progress monitoring tool to record interventions and student anecdotal data as a product for analysis to have deep and frequent conversations about student progress and to adjust interventions for students.

Feb 08, 2021 to Apr 16, 2021 - MTSS Team

By the end of quarter 4, the MTSS team will create and administer a needs assessment survey to staff

Apr 19, 2021 to Jun 18, 2021 - MTSS Team

By August 2021, the MTSS team will create a MTSS PD action plan for whole staff professional development to address learning gaps that exist across staff

Jul 05, 2021 to Aug 27, 2021 - MTSS Team

Starting the second quarter, the MTSS team will monitor 3rd-8th teachers through the discussion and review of on-track data to improve the learning and personal development of each individual student.

Nov 08, 2021 to Jun 30, 2022 - MTSS Team

By the end of quarter 4, the MTSS team will create and administer a needs assessment survey to staff

Jun 10, 2022 to Jun 17, 2022 - MTSS Team

Strategy 3

By September 2020, the Arts Leadership team will review and revise the school's mission and vision to reflect the prioritization of arts integration.

Aug 31, 2020 to Oct 01, 2020 - ALT

By October 2020, the Arts Leadership team will develop a professional development plan for ongoing Arts Integration professional development for the 2020-21 school year.

Aug 31, 2020 to Nov 09, 2020 - ALT

By November 2020, members of the Arts Leadership team will find or deliver professional development to the staff to define authentic arts integration.

Oct 01, 2020 to Nov 09, 2020 - ALT

By April 2020 the Arts Leadership team will create an exemplar integrated unit to share with staff.

Nov 10, 2020 to Apr 19, 2021 - ALT

By August 2021, each arts teacher will develop one integrated unit of study with a non-arts teacher for the 2021-22 school year.

Apr 19, 2021 to Aug 31, 2021 - Arts Teachers and select non-arts teachers

By September 2021, the Arts Leadership Team will find or deliver professional development to the staff to use arts integration strategies and arts within instruction in non-arts classes.

Jun 01, 2021 to Aug 31, 2021 - ALT

By November 2021, each fine arts teacher will plan and implement one collaborative, integrated unit.

Aug 30, 2021 to Nov 15, 2021 - Arts Teachers and select non-arts teachers

By January 2022, teachers will incorporate arts strategies into their own unit plans.

Nov 15, 2021 to Jan 31, 2022 - Teachers

Strategy 4

By September 2020, ILT members will participate in data analysis professional development.

Jul 01, 2020 to Sep 04, 2020 - ILT

By November 2020, the ILT will research and agree upon a common data analysis protocol.

Sep 07, 2020 to Nov 16, 2020 - ILT

By November 2020, ILT members will lead their teams through the data analysis protocol with BOY benchmark assessment data.

Oct 01, 2020 to Nov 16, 2020 - ILT teacher leaders

By April 2020, ILT members will lead their teams through student work analysis protocols to plan for re-teaching and intervention.

Nov 17, 2020 to Apr 01, 2021 - ILT, teacher leaders

By October 2021, ILT members will lead their teams through the data analysis protocol with grade level common benchmark assessments.

Sep 06, 2021 to Nov 15, 2021 - ILT, teacher leaders

By November 2021, teachers will create re-teaching plans for Cycle 1 assessment data.

Oct 01, 2021 to Nov 30, 2021 - ILT teacher leaders, teachers

By April 2021, ILT leads will lead teams through the common data analysis protocol in each 5 week cycle with classroom assessments, to plan for intervention and re-teaching.

Nov 30, 2021 to Jun 17, 2022 - ILT teacher leaders

Strategy 5

By June 2020, a team of teachers will attend a (4 day) Responsive classroom professional development workshop for beginning, middle school, and advanced teachers.

Jun 15, 2020 to Jun 30, 2020 - Administration

By July 2020, Culture and Climate Team will Partner with Conscious Discipline for one or two days of school-wide PD during the beginning of the school year, and develop a plan for continued learning throughout the year.

Jul 06, 2020 to Aug 21, 2020 - Administration

By September 2020, Culture and Climate Team will Assemble a Conscious Discipline Action Team (CDAT) with at least 6-8 people committed to attending nine monthly, 90-minute meetings

Sep 07, 2020 to Oct 02, 2020 - CCT

By November 2020, Conscious Discipline Action Team (CDAT) will divide and share responsibility among members to present chapters 1-3 covering the Seven Powers and Skills for Conscious Adults to staff

Nov 06, 2020 to Nov 06, 2020 - CDAT

By April 2021, Conscious Discipline Action Team (CDAT) , will read chapters 4-10 (one chapter per month thereafter), covering the Seven Powers and Skills for Conscious Adults and As a team, discuss ways to integrate Conscious Discipline skills, rituals, and structures across the school, for staff and students, during each CDAT meeting.

Nov 06, 2020 to Apr 16, 2021 - CDAT

By May 2021, admin will purchase a site license for CDAT members to complete Conscious Discipline's 10-session E-Course and register school staff to attend OSEL's 2-Day Conscious Discipline PDs.

Apr 19, 2021 to May 28, 2021 - Administration

By June 2021, Conscious Discipline Action Team (CDAT) will hold a ninth, end-of-year meeting to reflect back on the year and set goals for year 2 implementation.

Jun 04, 2021 to Jun 25, 2021 - CDAT

By August 2021, Conscious Discipline Action Team (CDAT) will send 2-3 CDAT members to a week-long Conscious Discipline Summer Institute and partner with Conscious Discipline for one or two days of school-wide PD to recommit to Conscious Discipline during the beginning of the school year, and develop a plan for continued learning throughout the year.

Jul 05, 2021 to Aug 20, 2021 - CDAT

By November 2021, Conscious Discipline Action Team (CDAT) will re-engage and add new members to your Conscious Discipline Action Team (CDAT) for school-wide rollout.

Sep 07, 2020 to Nov 02, 2020 - CDAT

By April 2022, admin will invest in Conscious Discipline coaching for a small number of classrooms and register additional and/or new school staff to attend OSEL's 2-Day Conscious Discipline PDs

Nov 08, 2021 to Apr 15, 2022 - Administration

By June 2022 admin will, send Model Classroom Teachers (and any additional staff) to a week-long Conscious Discipline Summer Institute

Apr 18, 2022 to Jun 24, 2022 - CDAT

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.

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

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

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

N/A

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

N/A

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.

N/A

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.

Each year copies of family reports are sent home to families and copies are placed in the students cumulative file

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.

N/A

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.

N/A

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 multidisciplinary team conducts outreach to families to identify needs and provide supports and resources.

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.

All families are provided the opportunity to participate in workshops and after school programs offered by the school.

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.

All families are provided the opportunity to participate in workshops and after school programs offered by the school.

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

All district reports are available to families in their native language whenever possible. Additionally, internal communications will be translated using Google Translate for families in their native language whenever possible.

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.

<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)

We do not receive Title I funds and do not have programs included in the CIWP

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.)

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

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

N/A

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).

N/A

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

N/A

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

Account(s)

Description

Allocation

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

54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$0.00