

Chicago Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/27/2020	All	SEF Ratings

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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** At this time, our staff believes we are overall proficient in this category. Although, we ranked subcategory 5 a 2.9, the lowest rating in this category.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Our greatest area of growth within the dimension "Leadership and Structure for Continuous Improvement" is to establish our ALSC. There has not been an established ALSC at CAHS in recent memory. All other metrics in this dimension were rated a 3 or higher.

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
- 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 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:** CAHS has done a significant amount of work over the past few years developing quality unit plans aligned to the UbD framework. We see this work as continuous and we believe we need to reflect upon and revise our unit plans each year. We could do more to authentically integrate SEL standards in our instruction, though we have made significant progress since the last CIWP cycle.
- 3 - Instruction
 - 3 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
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** Overall, our staff believes we are proficient in the category of "Instruction". This year, we are embarking on a journey of analyzing the questions we are asking our students. We foresee this work continuing in the years to come.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners

- 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
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** While we have an established Standards-Based Grading system, we know that system is not always implemented with fidelity. Although we do not do so, we need to revisit our SBG policy every year, first, to ensure all staff members understand the policy and second, to refresh all staff members.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 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)

- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 2 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)
- 2 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** In the dimension "Depth and Breadth of Student Learning and Quality Teaching", our most significant area of growth is within MTSS. While we are implementing a great deal of MTSS work, that work is centered around on-track work and Behavioral Health Services. We also do a poor job of communicating much of those strategic MTSS moves to families. Therefore, there are two areas on which we need to focus moving forward: communicating MTSS work with families, and expanding our MTSS focus to include differentiated instruction as we do not currently use our MTSS protocols to identify tier 2 and tier 3 students in the classroom.
- 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
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to

College (HS)) including, but not limited to academic planning/advising to assist with

- **Evidence:** In 2019, we took a dip in our college persistence metrics. Team Counseling is actively working to find solutions to this challenging problem. This is our greatest push within this category.

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:** We believe, on the whole, our school culture reflects respect and rapport among staff and students.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** During the last CIWP cycle, we started a Student Voice Committee. It has not always been consistent so that is an area of growth. We have also started to leverage Schoology to gain student input via online polls. This has proven to be an effective, quick way to gain insight into student body ideas.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** Our school was in a dark place in regards to student safety back in 2017. We are proud of the improvement we have made. In S1 of SY20, our student discipline logs decreased by 300 since the same time period last year. This shows our significant progress in this category. We need to continue to protect a safe learning environment for our students.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- 2 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)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Since the last CIWP cycle, we have made tremendous growth in the dimension "Quality and Character of School Life". Within this category, staff identified that we need to improve in ensuring students are taking ownership of their actions and in integrating SEL skills. While I believe our Culture and Climate Team is doing this work, these staff ratings show that not all staff is aware of the scope of our Culture and Climate Team's work. First, we need to make each team's work visible to the community, then we need to diagnose where there are areas of growth.
- 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
 - 2 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:** While we have made significant improvement in "Family and Community Engagement" since the last CIWP cycle, there is still room for improvement. We need to do more to connect teachers with families, both to build relationships and to partner around student academic successes and struggles. While we have developed a solid and growing partnership with our Alderman's office, we do not currently have many other partnerships in the community. We believe we need to continue the trajectory of work we started during the last CIWP cycle.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
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
3	Quality and Character of School Life: Family & Community Engagement	2
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: Student Voice, Engagement, and Civic Life	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Communication of MTSS to key stakeholders (staff, parents, etc.)
Root Cause 1	Missing system to close loop; students are referred, interventions are enacted and then the process stops

Area of Critical Need 2	No established local school council
Root Cause 2	Not prioritized in past years
Area of Critical Need 3	Student-centered practices including student voice committee and integrated Social-emotional learning
Root Cause 3	No established student voice committee lead and inconsistent SEL practices
Area of Critical Need 4	Fewer than 50% of juniors meet their SAT growth goal
Root Cause 4	Access to and frequent practice with rigorous, grade-level instruction and questions
Area of Critical Need 5	Partnering with families
Root Cause 5	Staff mindsets about need for partnerships with families; lack of community outreach

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: SAT Cohort Growth Percentile	Overall		50.00	55.00
I chose this metric because currently, less than 50% of our juniors are meeting their cohort growth percentile goals. Also, in school year 2019-202, added interim assessments to provide quarterly benchmarks that indicate how students are performing on high impact standards				
Vision: 4 Year Graduation Rate	Overall		85.00	87.00
I chose this metric because CAHS has never earned a 5 in 4-year cohort graduation rate. Over the last few years, we have done significant work in grade level teams to support students proactively. We also added an evening school program to support students who need to make up credits.				
SQRP: College Persistence Rate	Overall		75.00	77.00
I chose this metric because last year we took a dip in college persistence. We have already decided that we are going to hire an alumni intern to support us with persistence rates. The intern will help us collaborate				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
with alums to ensure they are matriculating to their second year of college.				
SQRP: PSAT10 Annual Growth Percentile-Math	Overall		20.00	30.00
I chose this metric because in 2018-2019, our students were in the 13th percentile for 10th grade math growth. Upon seeing that number last summer, we have made significant changes to our math instruction. We started by engaging our math team in a math retreat where we launched the concept of "Launch, Explore, Summarize". We have practiced that method throughout the school year. We also added interim assessments to provide quarterly benchmarks that indicate how students are performing on high impact standards.				
(Blank)				

Required metrics (Highschool) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Five years ago, our school was rated "Partially Organized" on the 5 Essentials Survey. Last year, we climbed to "Well Organized". We made noticeable growth in student safety, staff safety, and effective leaders. We need to maintain and improve our culture and climate systems to continue to be "Well Organized", and to continue to make growth in specific components within each essential.					

Custom metrics (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Establish an ALSC		0.00		100.00	

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Chicago Academy has not had an ALSC in recent memory, perhaps never. By the end of SY20, we will establish an ALSC so that it is an active, functioning group in 2020-2021.					
<p>MTSS Communication System</p> <p>While we are actively implementing multi-tiered systems of support, both through our Behavioral Health Team and through our grade level teams, we have yet to "close the loop" in terms of communication regarding those support services. We do not currently have a system to communicate to key stakeholders, including parents and teachers, which students are receiving which services and what the effect of those services as been. In 2020-2021, we will establish a communication system to ensure we can "close the loop" and keep all stakeholders informed of the services students are receiving to be successful.</p>		0.00		100.00	
<p>Student-centered practices</p> <p>Although the administration team meets with Student Council to gather student input on various initiatives, we do not have an established Student Voice Committee. Therefore, we will establish a Student Voice Committee in 2020-2021. Also, while integrated social-emotional learning has been a practice at Chicago Academy, it has not remained a consistent practice. Therefore, we will work with team counseling throughout the end of SY20 and throughout the summer to establish an SEL program that will ensure students receive SEL instruction integrated in their core classes.</p>	50.00	0.00		100.00	

Strategies

Strategy 1

If we do...	establish a culture in which students can contribute to the decision-making process
Then we see...	students feeling that their voices are heard and considered in school-based decisions
which leads to...	increased student leadership, ownership, and participation in civic and community activities.

Budget Description	
Tags	Student Voice, Engagement, and Civic Life, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> • (Not started) Hold elections for student council leadership positions Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice • (Not started) Explicitly define the roles and responsibilities of student council members and student council leadership Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice • (Not started) Host a mock election for the 2020 presidential election Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice • (Not started) Establish Student Voice Committee meeting schedule Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice • (Not started) Create a ?Student Participatory Budget? process in which the student body gets to vote for student created school-improvement projects from a set bucket of funds. Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice

Strategy 2

If we do...	establish consistent intervention techniques and communication methods to effectively relay outcomes to relevant stakeholders
Then we see...	consistent, collaborative implementation and progress monitoring of students
which leads to...	students receiving appropriate interventions and relevant stakeholders being aware of and able to support those interventions.
Budget Description	
Tags	MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Identify current intervention, communication, and progress monitoring methods used.

	<p>Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Evaluate effectiveness of current intervention, communication, and progress monitoring methods used. <p>Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Revise existing intervention and progress monitoring methods as necessary. <p>Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Design communication system to inform relevant stakeholders of assigned interventions and student progress relative to those interventions <p>Tags:MTSS, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Apply new methods, progress monitor effectiveness, make revisions as needed. <p>Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>
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Strategy 3

If we do...	conduct frequent and genuine outreach to families about their child?s academic, behavioral, and social-emotional progress
Then we see...	deeper, more trustworthy relationships between parents, staff, and community organizations
which leads to...	parents feeling like partners in their child?s education, part of the decision-making process, and supported by community organizations
Budget Description	
Tags	Family & Community Engagement, SSCE: Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Develop a mentoring system in which each student is assigned an adult mentor who communicates with that students? family once every two weeks. <p>Tags:Family & Community Engagement, FACE2: Parent Engagement</p>

	<ul style="list-style-type: none"> • (Not started) Develop parent-friendly Standards-Based Grading one-pager with accompanying video explanation that is accessible to all parents at all times to support understanding of our SBG policy. <p>Tags:Family & Community Engagement, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> • (Not started) Establish routine of emailing KYN reports to families so that both students and families receive KYN reports every time grades are submitted. <p>Tags:Family & Community Engagement, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> • (Not started) Conduct personal outreach to invite specific parents and family members to join BAC, Parents of CA, and the ALSC in order to reflect the broader diversity of parents and families at CAHS. <p>Tags:Family & Community Engagement, FACE2: Parent Engagement</p>
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Strategy 4

If we do...	implement the teaching and learning cycle with fidelity
Then we see...	teachers engaged in continuous, aligned professional learning and students experiencing high-quality instruction every day
which leads to...	students meeting their individual growth goals and teachers growing their professional practice
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Build expertise by evaluating questions in daily instruction and on assessments against Bloom's and DOK to ensure rigor and productive struggle <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> • (Not started) Design a culture for learning around interim assessments so students are invested in the process and use interims as an opportunity to monitor their progress on SAT-readiness <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Integrate interim assessment driven scope and sequences as well as quarterly interim assessments to ensure high quality planning and execution occurs in every classroom, every day.

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Use interim and standardized test data strategically to adjust instruction to meet the needs of small groups and individual students. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> • (Not started) Establish consistent coaching practices to ensure all teachers receive personalized feedback and support <p>Tags:Instruction, Talent</p> <ul style="list-style-type: none"> • (Not started) Integrate technological best practices to ensure instruction prepares students for the 21st century <p>Tags:CIDL: Digital Learning</p>
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Action Plan

Strategy 1

Hold elections for student council leadership positions

Mar 31, 2020 to May 01, 2020 - Student Council and the Student Council Staff representative

Explicitly define the roles and responsibilities of student council members and student council leadership

May 01, 2020 to Oct 01, 2020 - Leadership team; Student Council staff representative

Host a mock election for the 2020 presidential election

Oct 01, 2020 to Nov 30, 2020 - Social Studies Department

Establish Student Voice Committee meeting schedule

Aug 01, 2020 to Aug 31, 2020 - Admin

Create a "Student Participatory Budget" process in which the student body gets to vote for student created school-improvement projects from a set bucket of funds.

Apr 01, 2021 to Jun 30, 2021 - Admin

Strategy 2

Identify current intervention, communication, and progress monitoring methods used.

Mar 31, 2020 to Jun 10, 2020 - BHT, SLT, C&C Team

Evaluate effectiveness of current intervention, communication, and progress monitoring methods used.

Mar 31, 2020 to Jun 10, 2020 - BHT, SLT, C&C Team

Revise existing intervention and progress monitoring methods as necessary.

Jun 10, 2020 to Aug 31, 2020 - BHT, SLT, C&C Team

Apply new methods, progress monitor effectiveness, make revisions as needed.

Sep 08, 2020 to Jun 01, 2021 - BHT, SLT, C&C Team

Design communication system to inform relevant stakeholders of assigned interventions and student progress relative to those interventions

Jul 01, 2020 to Aug 28, 2020 - Admin

Strategy 3

Develop a mentoring system in which each student is assigned an adult mentor who communicates with that student's family once every two weeks.

Aug 01, 2020 to Sep 30, 2020 - Admin, SLT, Tollerud

Develop parent-friendly Standards-Based Grading one-pager with accompanying video explanation that is accessible to all parents at all times to support understanding of our SBG policy.

May 01, 2020 to Jun 30, 2020 - ILT

Establish routine of emailing KYN reports to families so that both students and families receive KYN reports every time grades are submitted.

Sep 01, 2020 to Jun 30, 2021 - Leonard and Tollerud

Conduct personal outreach to invite specific parents and family members to join BAC, Parents of CA, and the ALSC in order to reflect the broader diversity of parents and families at CAHS.

Sep 01, 2020 to Jun 30, 2021 - Lydia

Strategy 4

Build expertise by evaluating questions in daily instruction and on assessments against Bloom's and DOK to ensure rigor and productive struggle

Sep 01, 2020 to Jun 30, 2021 - ILT; all staff

Design a culture for learning around interim assessments so students are invested in the process and use interims as an opportunity to monitor their progress on SAT-readiness

Sep 01, 2020 to Jun 30, 2021 - ILT; all staff

Integrate interim assessment driven scope and sequences as well as quarterly interim assessments to ensure high quality planning and execution occurs in every classroom, every day.

Sep 01, 2020 to Jun 30, 2021 - ILT; all staff

Use interim and standardized test data strategically to adjust instruction to meet the needs of small groups and individual students.

Sep 01, 2020 to Jun 30, 2021 - ILT; all staff

Establish consistent coaching practices to ensure all teachers receive personalized feedback and support

Sep 01, 2020 to Jun 30, 2022 - Leadership team

Integrate technological best practices to ensure instruction prepares students for the 21st century

Sep 01, 2020 to Jun 30, 2021 - Sara Carroll

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.

In the past, we have used PSAT data to determine student achievement relative to Common Core State Standards. This past year, due to the strike and the COVID-19 school closures, we were unable to administer the majority of fall PSAT tests and none of the spring tests. Therefore, we plan to proctor a diagnostic assessment through Achievement Network at the beginning of next school year so that we can use that data to thoughtfully plan instruction to meet the needs of all students.

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

In addition to the teaching and learning cycle strategy discussed below, another strategy we refined throughout SY20 to ensure all students are given opportunities to meet proficient and advanced levels of achievement was our Behavioral Health Team approach to tiered interventions. During our BHT meetings, we discuss students who have not responded to tier 1 interventions/ expectations. We discuss tier 2 supports such as mentoring groups, after school tutoring, etc. Then, when those interventions show little success, we discuss tier 3 supports such as one-on-one counseling, behavioral contracts, etc. Discussing our students requiring tier 2 and 3 interventions each week has ensured that all students, despite their struggles, are given an opportunity to meet proficient and advanced levels of achievement. Through these tiered interventions, students get the support they need so that they can productively engage in their education.

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.

This past year we moved away from teacher professional development that jumped from topic to topic and prioritized breadth over depth. Instead, we implemented the teaching and learning cycle with fidelity across the year and within instructional units. This reform strategy enabled teachers to give each other unit plan feedback and discuss strengths and areas of growth within plans. Teachers also observed each other for the first time, highlighting strengths and areas of growth within the execution of their plans. Finally, teachers presented assessment data and plan adjustments to their colleagues. All these reform strategies resulted in higher quality plans and more consistent high quality instruction in classrooms. While we do not have any end-of-year data, we believe this reform strategy ensured more students in our school were provided opportunities to meet proficient and advanced levels of achievement.

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 stated above, these strategies are in place for students who need it. We implement "Manhood First" and "Ladies First", male and female mentoring groups. We have a partnership with Youth Outreach Services who provides individual counseling for students in need of a higher level of care. We set up contracts for students who need the additional weight of an agreement to make good choices in school. Through our post-secondary programming, we provided one-on-one support to ensure families make a best-fit financial decision regarding their child's post-secondary endeavors.

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

First, we post all positions on the CPS Careers site. We also post our open positions on our website as well as our school's LinkedIn page. We reach out to accredited institutions in the midwest to fill high needs positions. Our process for hiring includes a 15 minute phone interview. Then we conduct a 60 minute interview with the candidate and the administration team. If the candidate is still promising, we conduct an in-person interview including the department lead and a member of the department. We focus on department specific requirements include a unit plan review, behavior management demonstration, and a demo lesson or video review. Finally, we reach out to at least two professional references.

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.

In SY20, we embarked on the journey of implementing the teaching and learning cycle with fidelity. We had implemented this research-based approach to high-quality teaching in pockets over the previous few years but never as a cohesive approach. We partnered with Academic Approach and used interim assessment results to drive instructional planning. We plan to continue this work in SY21 but will likely use a different organization's interim assessment system. We also continue the teaching and learning cycle work we started in SY20 in SY21.

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

The administration team has collected parent email addresses and frequently sends important communication via email. The Parents of CA group was parent-created and is parent-driven. Their mission is to provide support and resources to subgroups or organizations within our school. An appointed local school council as well as a bilingual advisory committee are active parent groups. Parents receive frequent updates from staff mentors during the school closure, and we are looking forward to implementing a version of this mentoring program in the years to come.

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.

NA

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.

The administration at Chicago Academy never makes these decisions in isolation. CAHS has a high-functioning Instructional Leadership Team, and typically, we start by bringing big questions about assessment, curriculum, etc. to the ILT. In the case of academic assessments, we will ultimately bring the discussion to the whole staff through the Professional Problems Committee. The staff must vote on our assessment plan each year and SY21 will be no different.

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.

Students who are not mastering content standards are discussed in two spaces: department data presentations and grade level meetings. During department data presentations, teachers are asked to identify students who did not master content standards and to design interventions to support their mastery. Teachers are asked to discuss how they will adjust instruction to meet students' needs. Also, in

grade level meetings, teachers within the same grade level discuss students who are off track or not performing to their potential. They design intervention strategies such as mandatory after school tutoring or a referral to the BHT to support student success.

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.

CAHS participates in the federal nutrition program. All students are provided free breakfast and lunch. We also implement Breakfast after the Bell. We implement a homeless program in compliance with district and state policies to provide support to students in temporary living situations. CAHS also provides health, dental and vision services for qualifying students in compliance with state and local policies.

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.

Because our ALSC will not be active until next school year, we will leverage our Parents of CA group to develop and review the ESSA, Title I school parental and family engagement plan.

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

Parents of CA will determine the meeting times for parent meetings, in collaboration with school administration. Thursday, September 24th at 5:30 pm is the proposed time to inform parents of CA's participation in ESSA, Title I programs.

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.

As stated above, CA has an active parent group called Parents of CA who meets regularly and with whom the CA administration has collaborated over the past year. This group will continue to meet in SY21 and school administration will continue to collaborate. Parents will bring ideas and reflections to the meeting, and we will discuss together the feasibility. CA administration is happy to follow-up on any items and provide an update at the following parent meeting.

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.

In SY21, parents will be provided a copy of students' Know Your Numbers report, a report CA has been distributing to students for years. Through an email mail merge, parents will receive this KYN report every time we run grades for students: every 2-3 weeks. Included on the KYN report are students' most recent PSAT scores, current grades, attendance rate, tardy to school rate, and discipline infractions.

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.

If this situation occurs, parents will be provided a letter in the mail and via email informing them of the change in staffing. We will also provide a copy of the letter to students to bring home to their parents.

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.

We have not done a good job of this over the past few years. In SY21, we will start by sharing student KYN reports with families, as stated above. Sharing these reports will open up the opportunity to have larger discussions about the PSAT and student mastery of content standards. I see these conversations taking place on report card pick-up days, during one-on-one parent-teacher conferences, during IEP meetings, in conversations about post-secondary plans, etc.

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.

Again, we have not done a good job of this over the past few years. It's harder to do at the high school level than the elementary level. In SY21, we have a goal of establishing grade level bulletins/ communications so

that each grade level team can communicate to families what they are working on in their classes and how parents can support their students with those courses. Other than this initiative, we need to do more brainstorming to engage parents in this way.

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.

We have been working for years to shift staff mindsets about the importance and value of collaborating with parents and families. In SY20, we started tracking staff outreach to families through our grade level teams. It yielded some interesting data! In SY21, we plan to implement a mentoring program in which each staff member will have a "house" of about 10-15 students. The mentor will be the point person for all parent/family contact for those 10-15 students. We hope that giving each staff member a small group will help them build authentic, meaningful conversations with families.

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.

NA

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.

I send a bulletin at least monthly and then whenever other important information needs to go out. I leverage staff members to translate this newsletter to Spanish, Arabic and Polish. We also post all parent updated to our website and social media (Twitter and Facebook).

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)

We do not currently have an active LSC; therefore, they cannot approve 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.)

CAHS students will be intrinsically motivated, collaborative agents of change who empowered to design creative solutions in an evolving world.

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 conference will be held in mid-November of 2020 and mid-April of 2021

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

When grades are entered every 2-3 weeks, parents will be provided with the same "Know Your Numbers" reports that students will receive. These reports will be in addition to progress reports and report cards as required by the district.

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

Parents can access staff contact information on our website. Parents can also call the main office to leave a message for a staff member. Parents can also set up Parent Portal accounts and Schoology account to collaborate with staff members.

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

Parents are always invited to volunteer at CAHS, and we are always looking for new ways to engage parent volunteers. Currently, parents can volunteer to sell concessions at sporting events, chaperone field trips, support work in the main office, coordinate senior nights, etc.

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

Parents are often called upon to monitor student attendance include absences and tardies to both school and class. Parents are also called upon to be knowledgeable of their child's academic performance and to support their students in completing homework and studying for tests and quizzes.

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

Parents will support decision making for student IEPs, student course selection, participation in tiered interventions, participation in extracurricular activities, etc.

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).

CAHS students are expected to maintain a 90% attendance rate and an 80% on time to school rate. Students are also expected to be passing all their classes at all times. Finally, students are expected to act with integrity and not acquire any discipline infractions higher than a level 2. These minimum requirements are communicated clearly to all students and have been in place at CA for two years now.

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.

CAHS was awarded \$2,933 Mandated Parent involvement funds. We have allocated those funds as follows based on previous use.

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.	\$1003.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$955.00
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	<p>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.</p>	\$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>	\$975.00
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