Collins Academy High School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 2 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: School-wide professional developments, structures in place for teacher and administrative collaboration, shared roles and responsibilities amongst administration, school culture and climate 5Essentials responses.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 2 Align the budget to the CIWP priorities and the mission of the school
  - o 2 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
  - o 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Development of grade level and PLC practices across the school to promote continuous improvement. We will also see evidence of this in the amount of staff members currently involved in outside professional developments and opportunities to improve their craft and resources. The expansion of our programs has led to more resources and funds for teachers to collaborate in the building. Professional development strategies have focused this year on working to develop communities of leaders in the building that can take on problems of practice utilizing the teaching and learning cycle.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards

- o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Teacher unit/lesson plans, grading alignment with standards, class curricula, scope and sequences for classes, use of IXL and Khan data to inform instruction, accommodations and modifications provided for diverse learners, levels of differentiation.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Teacher observations and learning walks from PLC's. REACH ratings and observations of practice throughout the year. Co-teaching relationships with DL department and accommodations provided in classroom spaces as seen on learning walks with DL department.
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- o **Evidence**: School-wide RFS, assessment, grading policies. Changing of assessment policy throughout the year to adjust for students and teachers. Teacher input on the grading and assessment policy.
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 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)
  - o 2 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 1 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)
  - o 1 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)
  - o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- o 1 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)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 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)
- o **Evidence**: School-wide attendance, behavior, and SEL data. Aspen MTSS interventions, MTSS team intervention trackers, on-track rates in the school, grade level student lists for tier 2 & 3 intervention.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: Post-secondary persistence and success rates from SQRP, financial aid awards, senior and freshman seminar classes/curriculum, student check-ins, college trips for all grade levels, Naviance tasks.

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: 5Essentials Survey, SQRP, Advisories, Student Behavior Logger
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Course curriculum, 5Essentials Survey, school projects and productions, student involvement with community organizations, Service Learning projects.
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: School-wide behavior expectations, School culture team, student logger, 5Essentials Survey, number of school incidents, teacher BMC practices across school.
- 2 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Refocus lists, detention lists, student logger, 5Essentials Survey, Aspen, Dean actions, disciplinary actions across school.
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)

- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 2 Partner equitably with parents speaking languages other than English
- o 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)
- o **Evidence**: Parent information nights, parent surveys, 5Essentials Survey, Parent turnout for report card pickup, messaging to parents, recruitment practices.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
2	Quality and Character of School Life: Family & Community Engagement	**5**
2	Quality and Character of School Life: Physical and Emotional Safety	**0**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**4**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: 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: Relational Trust	**0**
3	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	SAT Attainment and College Readiness for students with IEPs
Area of Critical Need 2	SAT Cohort Growth among students with IEPs and African American Males
Area of Critical Need 3	Freshman On Track for students with IEPs and African America Males
Area of Critical Need 4	4 year graduation rate for students with IEPs and African American Males
Area of Critical Need 5	Attendance Rates for all student groups

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 This is the largest weight on SQRP and our scores have given us 1/5 for the past few years. We need to focus on student attainment on this metric and make improvements over the next 4 years.	Students with IEPs		10.00	15.00
	African American Male		10.00	15.00
Vision: Freshman On-Track FoT is a strong indicator of future high school success. It has shown a trend down the last two years and now that our enrollment is increasing, we need for our success rate to increase as well.	Students with IEPs		77.97	80.94
	African American Male		82.49	84.33
Vision: 4 Year Graduation Rate We chose this metric because we are consistently making improvements in the overall experience of the school and on our post-secondary offerings, but our 4 year graduation rate continues to put us in the 10th-39th percentile. We need for students to be successful while they are here and to finish out.	Students with IEPs		54.33	60.33
	African American Male		50.97	57.83

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: College Readiness SAT We chose this metric because none of our students are currently meeting the standard for this metric. Less than 10% of our students meet benchmarks in SAT each year.	African American Female		11.64	18.73
	Students with IEPs		8.00	16.00
Vision: Attendance Rate We chose this metric because our attendance rates have started to trend downward in the past year. We're currently in the 40th-69th percentile.	Male		85.79	87.29
	Female		85.01	86.70

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Over the past 3 years our 5 Essentials Survey results have continued to increase. We are currently well organized and are working to stay there. We are working on improvements in the areas of Effective Leaders and Involved Families to ensure that faculty, staff, and students are getting the best experience possible. We have not reached full ratings in those two areas and believe that the Involved Families metric may be a possible impact variable for many of the other areas of critical need we are facing.				5.00	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...	professional learning around planning CCSS and grade level aligned curriculum across all subject areas.
Then we see...	Increased teacher ability to provide curriculum that is responsive to student needs and pushes them to where they need to be for success indicators.
which leads to...	Increases in 9-11 SAT Cohort growth to meet minimum goal of 10% in two years, improvements in FoT from year to year with more consistent content and vertical alignment, improved graduation rates over 4 years by 5-10%.
Budget Description	115, 124, Teacher Position, Supplies, Materials, Professional Development
Tags	Curriculum, Instruction, MTSS: Curriculum & Instruction
Action steps	(Not started) Build scope and sequences that will allow for vertical and horizontal alignments in all courses using ANet, Lead 180, and teacher input. Tags:Curriculum, Instruction, CIDL: Curriculum, Teacher Leader Development & Innovation: Teacher Teams (Not started) Develop CCSS and grade level aligned unit/lesson plans using UBD with fully developed instructional practices, scaffolded learning activities, and accommodations & modifications for diverse learners. Tags:Curriculum, Instruction, CIDL: Curriculum, ODLSS: Instructional Quality, ODLSS: Special Education Administrator (Not started) Use ANet to design and implement interim assessments that allow us to gauge student success throughout the year and to track progress toward benchmarks. Tags:Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams (Not started) Build teacher practice by providing teachers with multiple opportunities to discuss, observe, and offer feedback to each other. Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Continue to develop and adjust grading policy to provide accurate feedback to students on progress. Tags:Curriculum, Instruction, Assessment: Balanced Assessment and Grading

Strategy 2

If we do...	provide coaching and development for teacher practices in both classroom management and instruction.
Then we see...	increased use of effective teacher practices and differentiation capable of engaging students where they are
which leads to...	increases in FoT , SAT Cohort Growth, and 4 Year graduation rates
Budget Description	115, 332, 353, Teacher Position, Professional Development
Tags	Instruction, CIDL: Curriculum, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams
Action steps	• (Not started) Provide teacher coaching using Whetstone and TLAC online to develop teachers in both management and planning to improve teacher skill and efficacy. Tags:Instruction, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Fill open teaching positions and staff current positions to best support student and school need. Tags:Teacher Leader Development & Innovation: New Teachers

Strategy 3

If we do...	Implement school-wide research driven expectations and discipline strategies that allow for consistent enforcement of expectations for all teachers and students.
Then we see...	Consistent expectations across the board and use of best practices for student management and social emotional support.
which leads to...	Less interruption to the educational process in classrooms and more time on task, decrease in the need for disciplinary measures, increases in parent engagement and collaboration, increased student engagement and buy-in.
Budget Description	115, 332, 353, 124, Professional Development, Conferences
Tags	FACE2: Parent Engagement, OSEL: Supportive and Equitable Discipline Practices

Action steps	• (Not started) School will staff student outreach coordinator that will use multiple strategies to engage students and promote social emotional learning and restorative practices in the school. Tags:OSEL: Supportive and Equitable Discipline Practices • (Not started) School leadership team will determine the school wide incentive plan and articulate the plan to the staff and students through multiple outlets. Tags:OSEL: Supportive School Environment • (Not started) Provide professional development around trauma informed teaching to help teachers provide social emotional supports to students more regularly and effectively. Tags:Supportive and Equitable Approaches to Discipline, SSCE: Engaging in Difficult or Controversial Discussions • (Not started) Improve utilization of the school logger to progress monitor and intervene with students who pose behavioral and discipline challenges. Tags:ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices

Strategy 4

If we do...	develop systems and structures to engage parents at multiple levels both online and in person
Then we see...	increase student and community engagement and collaboration
which leads to...	increases in 4 year graduation rates by 5-10%, increases in FoT, increases in engagement of students at all levels and buy in to the educational process, as well as increased community involvement.
Budget Description	115, 353, 332, IDEA, 124, parent outreach materials, community partners
Tags	FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists
Action steps	• (Not started) Set an ALSC that will be comprised of parents, students, business leaders, and community members so that we can gain greater buy-in. Tags:FACE2: Local School Council, FACE2: Parent Engagement

	• (Not started) Generate a parent engagement calendar, with parents, to determine their interests, needs, and aspirations so that they can enhance the relationships between them and their children. Tags:FACE2: Local School Council, FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists • (Not started) Frequently communicate with parents through a variety of media outlets that will allow them to be in constant knowledge of what is happening at the school and in the community. This will enhance parent participation and commitment to the school. Tags:FACE2: Parent Engagement • (Not started) Celebrate parents quarterly in order to recognize those that are diligently availing themselves to the school and their students to outwardly show appreciation and to encourage other parents to also engage with the school community. Tags:FACE2: Parent Engagement

Strategy 5

If we do...	provide professional development around diverse learners, differentiated teaching practices, and co-teaching strategies
Then we see...	improvements in teacher response to student challenges and collaborative focus on supporting diverse learners
which leads to...	increased achievement among all learners, increases in SAT growth and attainment to base levels at 10-15% meeting standards, increases in 4 year graduation rates through student engagement in post-secondary programs.
Budget Description	115, 332, 353, IDEA, 124, Teaching positions, ESP support
Tags	ODLSS: Behavior Support, ODLSS: Procedures and Standards, ODLSS: Related Service Providers, ODLSS: Service Delivery, ODLSS: Special Education Administrator
Action steps	• (Not started) Weekly DL and whole staff meetings to progress monitor our diverse learners and provide tiered systems of support. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, ODLSS: Procedures and Standards, ODLSS: Related Service Providers, ODLSS: Service Delivery, OSEL: Supportive School Environment • (Not started) Create planning opportunity and professional development for co-teaching and intentional collaboration/planning between DL and General education teachers .

	Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, ODLSS: Instructional Quality, OSEL: Supportive Classroom Environment
	• (Not started) Work with ANet to generate interim tests that will allow us to differentiate lessons, assessments and units to students? measurable capabilities. Tags:ODLSS: Instructional Quality, ODLSS: Service Delivery • (Not started) Use wrap around services (school social workers, external partners and school counselor) to meet the social/emotional needs of tier 2 and tier 3 students Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions • (Not started) Schedule quarterly student check-in days, tailored to grade level, for all students to engage students about progress, post-secondary aspirations Tags:MTSS: Progress Monitoring, SSCE: Student Voice

Action Plan

Strategy 1

Use ANet to design and implement interim assessments that allow us to gauge student success throughout the year and to track progress toward benchmarks.

Apr 17, 2020 to Jun 17, 2022 - Academic Director

Build scope and sequences that will allow for vertical and horizontal alignments in all courses using ANet, Lead 180, and teacher input.

Apr 20, 2020 to Sep 07, 2020 - PLC's, Academic Director, Admin

Build teacher practice by providing teachers with multiple opportunities to discuss, observe, and offer feedback to each other.

Apr 17, 2020 to Jun 30, 2021 - Grade Levels, PLC's, Academic Director, Admin

Develop CCSS and grade level aligned unit/lesson plans using UBD with fully developed instructional practices, scaffolded learning activities, and accommodations & modifications for diverse learners.

Apr 17, 2020 to Sep 07, 2020 - Teachers, PLC's, Academic Director, Admin

Continue to develop and adjust grading policy to provide accurate feedback to students on progress.

Apr 17, 2020 to Jun 30, 2022 - PLC's, Academic Director, Admin

Strategy 2

Provide teacher coaching using Whetstone and TLAC online to develop teachers in both management and planning to improve teacher skill and efficacy.

Apr 17, 2020 to Jun 30, 2022 - Academic Director

Fill open teaching positions and staff current positions to best support student and school need.

Apr 17, 2020 to Sep 07, 2020 - Admin, Academic Director

Strategy 3

School will staff student outreach coordinator that will use multiple strategies to engage students and promote social emotional learning and restorative practices in the school.

Apr 17, 2020 to Sep 07, 2020 - Admin

School leadership team will determine the school wide incentive plan and articulate the plan to the staff and students through multiple outlets.

Apr 17, 2020 to Sep 07, 2020 - Admin

Provide professional development around trauma informed teaching to help teachers provide social emotional supports to students more regularly and effectively.

- Admin, external partners

Improve utilization of the school logger to progress monitor and intervene with students who pose behavioral and discipline challenges.

Sep 07, 2020 to Jan 01, 2021 - Admin, PLC's, Student Outreach Coordinator, Staff

Strategy 4

Set an ALSC that will be comprised of parents, students, business leaders, and community members so that we can gain greater buy-in.

Apr 17, 2020 to Sep 07, 2020 - Admin

Generate a parent engagement calendar, with parents, to determine their interests, needs, and aspirations so that they can enhance the relationships between them and their children.

Apr 17, 2020 to Sep 07, 2020 - Admin, Counseling, Office Staff, LSC

Frequently communicate with parents through a variety of media outlets that will allow them to be in constant knowledge of what is happening at the school and in the community. This will enhance parent participation and commitment to the school.

Apr 17, 2020 to Jun 30, 2022 - Admin, Counseling, Office Staff, LSC

Celebrate parents quarterly in order to recognize those that are diligently availing themselves to the school and their students to outwardly show appreciation and to encourage other parents to also engage with the school community.

Apr 17, 2020 to Jun 30, 2022 - Admin, Counseling, Office Staff, LSC

Strategy 5

Weekly DL and whole staff meetings to progress monitor our diverse learners and provide tiered systems of support.

Apr 17, 2020 to Jun 30, 2022 - Admin, DL department, outside service providers

Create planning opportunity and professional development for co-teaching and intentional collaboration/planning between DL and General education teachers .

Apr 17, 2020 to Sep 07, 2020 - Admin, PLC's, Teachers, DL Staff

Work with ANet to generate interim tests that will allow us to differentiate lessons, assessments and units to students? measurable capabilities.

Apr 17, 2020 to Jan 01, 2021 - Admin, PLC's, Teachers, DL Staff

Use wrap around services (school social workers, external partners and school counselor) to meet the social/emotional needs of tier 2 and tier 3 students

Apr 17, 2020 to Jun 30, 2022 - Admin, DL Department

Schedule quarterly student check-in days, tailored to grade level, for all students to engage students about progress, post-secondary aspirations

Apr 17, 2020 to Sep 07, 2020 - Admin, Post-Secondary

Fund Compliance

ESSA Program

[X]
ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

Needs assessment was done using SEF data for CIWP and analyzed through our professional learning communities to determine how what standards our students were successfully achieving and where we were falling short in terms of content.

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

Building and use of interim assessments and needs assessments from ANet to determine student need and attainment.
Sharing of student level data with teachers to inform teaching and instructional strategies that reach all students.

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.

Improved discipline strategies that limit the amount of time outside the classroom
Uniform classroom management strategies to ensure student engagement in classes and high expectations
Use of MTSS in grade levels and leadership meetings to tier students and identify levels of need around SEL
SEL training with City Year members for Freshman students that train them in how to appropriately handle social emotional issues.
Small group instruction
Student driven instruction

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).

Professional development around co-teaching and inclusion in the co-taught spaces to improve performance of students with IEPs.
Partnerships with external partners including City Year, Becoming A Man, Louder Than a Bomb, etc. to allow students to access mentors and resources necessary for achievement.

Student check in days from freshman year to senior year that are geared toward preparing students for post-secondary plans. Students attend college trips, develop personal statements, explore career and technical training options.

Development and expansion of SEL programs at the school with social workers, SECAs, diverse learning teachers, case manager, and counselor to address at risk students for behavior, attendance, and academics.

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

Shift to utilizing outside job search services to identify talented teachers outside the school system interested in teaching in our community.

We have hired a number of teachers utilizing Indeed to attract, vet, and interview high quality educators.

Creation of coaching and development to improve and support all teachers including direct coaching from our academic director and professional developments using new curricular resources to improve our teachers.

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

Partnerships with ANet and curricular companies such as Agile Mind to set up teacher professional development.

Trauma informed teacher training for all staff that will allow them to respond effectively to student need.

Beginning of the year and ongoing professional development through the professional learning communities, grade level meetings, and ongoing all staff meetings throughout the year.

All-staff development days devoted to professional development around unit planning

Teacher development using Whetstone and Teach Like A Champion online modules to ensure teachers are implementing instruction with best practices

Use of Get Better Faster framework to help guide teachers in improving their craft around classroom management and planning

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

SAT workshops for all grade levels to improve SAT preparedness and skills

Grade level meetings and parent communication to involve parents in the educational process throughout the year

Getting ready to be a senior meetings for juniors to prepare them and their parents for what to expect their senior year

Parent Newsletter disseminated monthly to parents to inform them of school-wide programs and news

Parent/Student Orientation to get parents acclimated to the Collins environment and prepare them for what students can expect.

Incoming Freshmen Virtual meeting to discuss expectations and what to be prepared for freshman year.

Meet the principal virtual meetings to engage parents and students.

SEL Fair to engage students and parents in issues regarding social and emotional learning.

Parent engagement nights utilizing City Year and other partners.

School Open House for parents to tour facilities and meet teachers

Annual Haunted House: Draws a large crowd every year to engage parents and community members.

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.

Not Applicable

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.

Development of Professional Learning Communities with heterogeneous groups of teachers that develop instruction and assessment strategies school-wide. These groups of teachers are involved in determining what academic assessments will be used throughout the building, developing

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.

Use of IXL, Khan Academy, and interactive math/english curricula to help identify skill levels for individual students and provide them with individual, immediate assistance on skills.
Utilization of small group teaching to help identify and respond to specific student needs among diverse learner population.
Overhaul of the IEP process including new teacher data forms and meeting requirements to ensure that student information is collected in a timely and accurate manner.

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.

Development of a nail tech and cosmetology program
Network IT, Gaming, Programming, and Digital Imaging programs using our new Chance Lab. Students will be provided with training and certifications in the process.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

In order to involve parents in the joint development and review of the ESSA we have solicited the parent community to find individuals who would be interested in engaging in this conversation with us. We have done this by publicizing events through fliers and handouts, we have called parents using phone numbers provided, and we have invited parents out to various school related events. This allowed us to secure a very small, but interested group of parents who provided us with feedback on our program and the changes they would like to see.

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 who were interested, and a part of our parent engagement committee are being briefed on the duties of our ALSC and PAC members. We are attempting to secure these same individuals to be members of these councils. To date, our parent group has been responsible for suggesting dates and determining meeting places for the annual meeting, and subsequent meetings. Our annual meeting has been scheduled for Thursday, September 17, 2020.

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

In order to provide parents with a direct means of communicating with the school, a Google form will be developed and the link to said form will be disseminated to all parents and stakeholders. This form, which will be monitored weekly, will provide a platform for parents and stakeholders to express their concerns. The administrative team ensures to respond to all questions and concerns in timely manner, aiming to have responses to parents and stakeholders no more than a week after the question or concern was made.

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.

Students will receive a handout that denotes their performance on the state assessment in math, language arts and reading. Parents will receive communication, via phone or written notice, that these reports will be sent home and that they should be poised to received them.

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.

CPS provides the school with the notice regarding not having a "highly qualified" educator and the school forwards these notices to parents. When CPS forwards the notice to the school, the school sends home the notice, with the student, the following day after it was received from the school.

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.

Parents at The Collins Academy High School attend a mandatory orientation at the commencement of the school year. At this orientation, parents are provided with a wealth of information that will allow them to be in the "know" of the various tools that allow them to understand content standards, academic achievement standards, assessments, and how we monitor their child's progress. Weekly, students receive a progress report that lists grades, behavior, and attendance. This allows parents to constantly be aware of their child's progress. In addition to the weekly progress report, at the commencement of the school year we have parents sign up for the CPS Parent portal. This allows parents to receive live updates of students grades and attendance.

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.

Collins will develop a parent resource space, to be coordinated by the school's counselor, to provide parents with the additional resources that are appropriate in order to work with their children. This space will highlight future meetings and events that parents are encouraged to attend and help plan.

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.

During summer professional development, teachers will engage in a suite of training that will allow them to design and practice communication strategies on how to converse with parents to best serve the needs of our students. Teachers are required to maintain a communication log with parents that is reviewed and used as an element in their evaluation process.

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.

We host a variety of programs that are aimed at getting parents to support their students and fully participate in their child's education. These programs include a partnership with Rasmussen College that will allow parents to take courses, online-at Collins, in order to build their education needs, which will impact how they view education and how they will require their children to view education. We are parent nights, that highlight math and reading and the strategies that parents can use to better equip their children with a means to grow their abilities in these areas.

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.

Communication handouts are sent home, and this year the school will be utilizing our new school website and presence on social media to stay in constant communication with parents. Parents can view updates in real time.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

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

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

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

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

N/A

School-Parent Compact (Complete)

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

The Collins Academy High School family develops ?doers? ? life-long Warriors ? who empower and contribute to their communities.

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

Parent teacher conferences are held on CPS scheduled report card pickup days. Teachers are grouped by grade level into rooms throughout the building for parents to come in and get a chance to interact with all of the teachers their student has. For SY20-21 conferences will be in November and April at the end of Q1 and Q3 of the school year.

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

Each week, students will be provided with a BAG report detailing their behavior, attendance, and grade progress that will be sent home to parents. We also send out midterm progress reports to parents to inform them of their students' progress at the halfway point of the quarter. Report cards are sent out or dispersed through parent teacher conferences for Q1 and Q3 and mailed for Q2 and Q4 as they are end of semester.

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

Teacher contact information will be provided on syllabi at the beginning of the year for all students and parents. It is also available on our website where parents can access staff members to discuss grades and student progress. Staff are also available for in-person conferences upon request.

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 can volunteer for parent engagement nights, SEL fair, field trips, career day and various social events throughout the year. To do so, they must follow CPS guidelines for being approved as a volunteer before applying for events at Collins.

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

Parents will assist by monitoring attendance to school and will receive regular communication from our attendance coordinator if their student is failing to do so. Parents will also monitor student progress on parent portal and be able to look at assignments, test scores, and

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 be given opportunities to consult on curricular choices through the ALSC and will be surveyed through professional learning communities on curricular decisions made within the school.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students must maintain 90% or above in attendance in order to qualify for all school-wide incentives. Students share the responsibility in ensuring they are engaging in classes and completing the work assigned by teachers.

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.

Engaging families in student monitoring through parent portal, graduation requirements, post-secondary success, academic success and SAT preparation. Collins is working to improve not only parent engagement in the academic process, but in the process of developing the culture throughout the school. It is our goal to become the hub of the North Lawndale community through our partnerships with community organizations and parents. Through the process of having them help monitor our CIWP progress, we hope to make decisions that are best for our students.

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.	$300.00
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.	$800.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$400.00
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.	$200.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$54.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00