

# Orr Academy High School 2020-2022 plan summary

## Team

Name	Role	Email	Access
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## Team Meetings

Date	Participants	Topic
01/23/2020	Principal, Assistant Principal	Brainstorming Logistics
02/12/2020	Whole Staff	Evaluating Critical Areas and identifying Root Cause
02/20/2020	CIWP Teams	Refining Root Cause and Goal Setting

## 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
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 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
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** At Orr Academy High School, the ILT's purpose is to develop and lead initiatives aimed at improving teacher practice. The team is made up of teachers and staff from various departments across the school and values equity of voice for all of its members. The ILT meets bi-weekly, and in those meetings, members engage in regular discussions regarding student learning. Those discussions are guided by relevant data on student performance (SAT, PSAT, etc.), which members analyze and use to make informed decisions on academic initiatives at our school. This constant stream of data is then used to progress monitor student performance and makes adjustments to fill gaps in learning as needed. Members of the ILT then share the information they gather at meetings with their respective departments and share any concerns or queries that their department members may have with the ILT. In every case, activities related to the ILT at Orr is focused solely on improving student learning outcomes.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 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

- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** This year, we have focused on creating clear systems of expectations relating to improving Teaching and Learning Cycles. All departments have quarterly goals that guide teachers through improving teaching and learning at Orr.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** A rigorous curriculum is present and available; however, students are not inspired. Resources are not readily accessible or available for diverse learners. There are limited science materials to engage students in laboratory experiences. Advanced Placement (AP) and honors classes are limited or missing from the course offerings. Project based learning is limited or not evident and communicated throughout the building.
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Engaging in a new high school curriculum, teachers have been intensively planning using the curriculum maps in English, History, Math and Science. Evidence shows that teachers are teaching, but there is a lack of structures with implementation of a complete Teaching and Learning Cycle. This cycle includes annotating lessons, improving instructional strategies, assessing students and formulating a plan to support students who have not mastered

concepts. This has to be adopted by all teachers to ensure student learning and student mastery of CCSS Standards.

- 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
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 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:** At Orr, our teachers use an agreed upon grading scale, student work classification system, and weights. Furthermore, the staff has adopted a no-zero policy, to allow our students to have a better opportunity to complete their work, while still meet course benchmarks for passing. At Orr, we strive to ensure that our grades are an accurate assessment of learning based on the relevant content standards and not a measure of behavior. Although we have our goals established, our school is still very much a work in progress, as our staff becomes more acclimated to what are the current best practices in the field of education. The work of improving this area of our school has undoubtedly begun, and many strides have been made to ensure that our teachers move toward being pedagogically distinguished. This happens most particularly in the area of professional development, where large amounts of time have been allocated to provide teachers with the opportunity learn how to use data effectively and to implement changes in their instruction based on their findings.
- 2 - MTSS
  - 2 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)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 1 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)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 2 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:** At Orr academy high school, there is an understanding of the tiered systems of MTSS. Orr has a high propensity of students at the tier 2/3 spectrum. Educational professionals can identify students who need assistance, but this process is used inconsistently. Teachers lack the appropriate resources and professional development(s) necessary to gain a meaningful and consistent understanding of MTSS (Both academically and socially). Educational professionals struggle to utilize effective and efficient progress monitoring techniques which leads to teachers not being able to address students academic and social/emotional needs in a meaningful way. While Orr Academy High School has several external partners that help with social/emotional learning, there is no relationship between these partners and educational professionals to work in a collaborative manner to assist the students emotional and academic needs.
- 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
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Implementation of those resources need to be more strategic. Seminar teachers need to included in the planning and implementation. Students receive information about all of their post-secondary options; however, it is not evident to the staff or school community.

## Quality and Character of School Life

- 3 - Relational Trust
  - 2 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:** Majority of the staff members at Orr Have been working together between 5-10years, although the climate can be challenging with community

attributes and academic growth needs being acknowledged student as well as staff relationship trust is intact-Many professionals spear head projects and contribute to work for the overall schools growth.

- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** The teachers and student interaction as well as community partnership engagement has led to some coordinated activities of high value such as college visits to other states, learning about water systems in other countries with Build, engaging in self-ownership with Build , engagement in financial aid and literacy planning, standardized test planning which is engrossed in school time through before and after school prep time as well as One goal as well as opportunities for leadership and talent display. Also among student led activities is acknowledgement of grade progress, improved attendance and teacher driven recognition as well as civic duties such as Parade to the polls, civic leadership and structured activities that balance the need to complete high grade service learning projects and community based instruction. All students have access to engagement in school life and participate in structured events with staff as they relate to community events and field trips as well. Seniors have intensive relationship with their mentors and senior staff to support transition to college and capacity starts to become evident as electing transitional decisions occurs as well. Data dialogues and intensive supports engagement into night school to support stewardship and attainment of academic credit is done with the students and parents as direct participants.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 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:** There is a well- organized monitoring of student transition, engagement in curricular and non -curricular activities all safety has coordinated expectations and appraisal of concerning incident summaries, verify is utilized to log behavior concerns for consistent communication, referral and leveraging for extensive intervention including police, mental health, parent involvement, safety planning while sustaining confidentiality all occur-Students have an intact relationship with staff they are aware of all emails and stakeholders that support safety and security and at times email concerns or request for follow up or will walk in or ask staff for a pass to go to the dean, case manager, crisis manager or Principal access to support is readily accessible for students and staff.

- 2 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** When screened for the restorative approach to discipline there are key priorities for behavioral management although there are at times behavior disruptions that impact the climate many preliminary outcomes are developed to address academic expectations and school safety. There are procedures for proactive discipline with systems in place prior to dean referral, behavioral contracting, progress monitoring, routine grade level discussions about progress or impediment of expectations on functional and academic performance. Out of school suspension is rarely used unless the impact of returning student to their academic course would impede the safety of themselves or others. Restorative conversations intensive, behavioral conversations to contain and measure antecedents and consequences of behavior- ( Dean, Administration, Staff Crisis Manager, Clinical team Members and Community Partners) all engage in restored behavior ? logging system, call logs, one to one therapy and engagement into groups and repair conversation happen on a routine basis. There is a wheelhouse of referrals for intensive cases but documentation and consent is required for intensive supports to address measurement of treatment and facilitation of care- If necessary engagement of district support and safety and security does occur and routine discipline and social emotional teaming occurs ? daily. Intensive access to police, psychological team through Rush, SGA, Build, Build On, Building Girls to women as well as direct ambulation to mental health support if necessary as well to address client engagement to cohesive care and coordinated service- there is a clear continuity of care as well as referral system. Classroom procedures are clearly outlined and posted in each class and classroom incentive systems are elected by staff and routine acknowledgement
- 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).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 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 participation is burgeoning but many times parents prefer to utilize phone conversations in lieu of one to one in person meetings. Parent investment in the school culture is evident through the PAC team and has coordinated times to add agenda items to share with the Principal present and staff able to sustain an open invite. Parents are at key stakeholder conversation including discipline, enrollment , parent report card as well as student driven opportunities to enhance or grow such as sophomore half cap, financial aid awareness, sporting activities, assemblies and opportunities for students to drive forward their progress and talent. There is also some investment in the humanities and arts such as Drama Club, robotics and parents participate often in events that support functional performance such as community health engagement, enrollment into day care services, advocacy programs such as BAM Becoming a Man and events structured to celebrate the students- one area that is growing but not fully developed is parents coordinated cooperation with disciplinary conferencing it is a challenge for some families to follow the coordinated time and structured event of processing behavior area of growth.

## School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	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	Instruction
Root Cause 1	Lack of intentional and data informed instructional plans.
Area of Critical Need 2	MTSS
Root Cause 2	Absence of established systems and structures for student behavior and academic interventions.
Area of Critical Need 3	Student Voice, Engagement, and Civic Life
Root Cause 3	There is an absence of formalized structures to develop and share student voice and input.
Area of Critical Need 4	Transitions, College & Career Access, and Persistence
Root Cause 4	Much of the focus regarding transitions and college and career occurs during junior and senior years.

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## Vision metrics

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
SQRP: SAT Cohort Growth Percentile	Overall		10.00	20.00
Positive movement in this metric implies that more students are consistently growing throughout their high school career. Cohort growth rates are generated based on what students have already demonstrated they can and we will strategically support them toward those goals and realizing their full potential, if not more.				
Vision: College Readiness SAT	Overall		8.00	10.00
Improved and intentional instructional practices will serve better prepare students for academic and assessment success. There should also be an increase in PSAT benchmark achievement as the metrics have some relation.				
Vision: 4 Year Graduation Rate	Overall		50.00	55.00
Through improved instructional practices, interventions, clear post-secondary plans, and opportunities for student input and connection more students should be able to successfully navigate the obstacle and graduate providing them with better quality post-secondary options.	African American Male		45.00	50.00
(Blank)				
(Blank)				

**Required metrics (Highschool) (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> (Blank)					

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	implement the teaching and learning cycling with a focus on creating standards aligned instructional units with complex texts, tasks and aligned assessments
Then we see...	teachers better able to provide quality instruction with standards-aligned objectives
which leads to...	increased student mastery of grade level standards and improved student outcomes.
Budget Description	In order to implement this strategy we will need continued professional development regarding understanding the standards and tasks analysis. Time for learning and developing teacher leaders.
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) By the end of the first semester all teachers should be proficient in their understanding of the standards and task analysis.</li> </ul> <p>Tags:Instruction, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>(Not started) By the end of year one teachers should be proficient in their construction of instructional units regarding tasks alignment and planned assessment of identified skills.</li> </ul> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>

## Strategy 2

If we do...	create cycles of data review, analysis, and reflection that allow instructors to identify and address the specific learning deficits of students
Then we see...	instruction that provided cognitively challenging texts and tasks to each student
which leads to...	academic growth for all students.
Budget Description	Time and resources to develop a school MTSS team. Professional develop regarding differentiation. Collaboration time to develop classroom systems that will allow for differentiation.
Tags	MTSS: Curriculum & Instruction

Action steps	<ul style="list-style-type: none"> <li>(Not started) By the end of quarter one core content teams will have identified student groups based of BOY assessment data and created an assessment schedule for the first semester of units.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>(Not started) By the end of Semester one we will have created an effective MTSS team and identified the team goals for the academic year.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction</p>
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**Strategy 3**

If we do...	cycles of assessment, data collection, and data review to allow teachers to identify the various learning levels and preferences of students and tailor tasks and text to align to the various levels of students
Then we see...	instruction that is cognitively challenging for all learners
which leads to...	all student achieving academic success and growth.
Budget Description	Time and resources to create MTSS team. Learning around MTSS systems, structures, documentation, and interventions. Intervention resources.
Tags	MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) By the end of Q1 all teachers will have identified student performance groups and created an assessment schedule to monitor student progress for all units in semester 1.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>(Not started) By the end of S1 MTSS team will be formed and at least 2 student goals and 1 team effectiveness goal will have been identified.</li> </ul> <p>Tags:MTSS: Shared Leadership</p>

**Strategy 4**

If we do...	create tiered post-secondary programming to provide all grade levels with exposure and guidance on navigating the college and trade school going process that includes college visits, on-site summer experiences, fairs, and mentorship programming
Then we see...	improved student outlook and concrete plans for post-secondary plans

which leads to...	an increase in graduation rates, college enrollment, and persistence
Budget Description	Resources and funds to provide college visits. Resources to assist students in applying to and funding on-site college summer experiences. Resources to assist students in the application and interview processes.
Tags	Transitions, College & Career Access, & Persistence
Action steps	<ul style="list-style-type: none"> <li>(Not started) College counselors will create interest surveys to administer at the start of each academic year to assess interest and reassess goal progress as it relates to post-secondary/college plans.  Tags:Transitions, College &amp; Career Access, &amp; Persistence</li> <li>(Not started) Advisory teacher will participate in bi-monthly meetings to align course tasks with school and student goals.  Tags:Transitions, College &amp; Career Access, &amp; Persistence</li> </ul>

# Action Plan

## Strategy 1

By the end of the first semester all teachers should be proficient in their understanding of the standards and task analysis.

Sep 01, 2020 to Oct 30, 2020 - Admin to provide PD ILT

By the end of year one teachers should be proficient in their construction of instructional units regarding tasks alignment and planned assessment of identified skills.

Oct 30, 2020 to Jun 01, 2021 - ILT Department Teams

## Strategy 2

By the end of quarter one core content teams will have identified student groups based of BOY assessment data and created an assessment schedule for the first semester of units.

Sep 01, 2020 to Oct 30, 2020 - Department teams Admin for support, PD, and progress monitoring. ILT

By the end of Semester one we will have created an effective MTSS team and identified the team goals for the academic year.

Sep 01, 2020 to Jan 08, 2021 - MTSS team Admin DL team Counselors Instructors

## Strategy 3

By the end of Q1 all teachers will have identified student performance groups and created an assessment schedule to monitor student progress for all units in semester 1.

Sep 01, 2020 to Oct 30, 2020 - Admin ILT Departments

By the end of S1 MTSS team will be formed and at least 2 student goals and 1 team effectiveness goal will have been identified.

Sep 01, 2020 to Jan 08, 2021 - MTSS team Admin Counselors Case Manager Instructors.

## Strategy 4

College counselors will create interest surveys to administer at the start of each academic year to assess interest and reassess goal progress as it relates to post-secondary/college plans.

Jul 31, 2020 to Aug 31, 2020 - counselors Advisory Teachers

Advisory teacher will participate in bi-monthly meetings to align course tasks with school and student goals.

Oct 01, 2020 to Jun 11, 2021 - Advisory teachers Counselor Admin

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

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

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

### ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)



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

(Blank)

## ESSA Targeted Assistance Program

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### 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.**

Orr Academy has a (PAC) and ALSC that meets on the 2nd Tuesday of every month. This allows parents who would like to be involved in the school. This allows parents to periodically review the status of the school, discuss any Title I budgetary items that need approving and develop ideas for school improvement.

**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**

Orr hosts the school-wide parent information meeting every month where all information on funding is shared with parents and the community. We send out robo calls, post on social media and send informational flyers home with students to promote the meeting. The meeting was held in July 2019 but we did not have a quorum of parents.

**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.**

Parent awareness is one of our main priorities. Information will be disseminated in a timely manner via the phone blast system, the school's marquee and letters sent home. The website, report card pick-up, teacher syllabus, parent welcome notifications regarding progress and parent conferences. Parent meetings for PAC are held every 3rd Tuesday of the month. We communicate this through parent meetings. The specific dates and times are accessible on the school's website and displayed on the school's marquee.

**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.**

Student reports are housed at the school and a copy is given to the students yearly. Parents will be notified by robo call and are always welcomed to contact the school for the report.

**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.**

The letters will be drafted and mailed for parental notification of teacher status in a timely manner.

**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.**

Orr is committed to empowering all parents and the community. We have yearly training opportunities where we send parents to training on the process. Parents learn how to manage their PAC budget and learn about the criteria on how to use the Title 1 funds.

**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.**

Orr provides hands-on training workshops to all parents on how to access the parent portal, so they can monitor their child's progress. We will increase the number of parenting classes and workshops, so more parents can attend training and increase parental involvement. We host several parent meetings to encourage students to have clear post-secondary plans.

**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.**

Orr's staff encourages all students to ask their parents to come up to the school and enhance communications between the home and school, so Orr's staff members can identify any barriers to

educating all students. We offer incentives to parents, who attend the monthly parent meetings and OAHS strongly encourages the active parents to bring other parents with them to the monthly parent meetings.

**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.**

Orr Academy staff hosts culminating activities on the evening that coincides with an event that parents would benefit from attending. Parental involvement is something that Orr strives to increase at any given opportunity that presents itself.

**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.**

The entire staff of Orr Academy is involved and responsible for improving student academic achievement. We highlight every opportunity to motivate students in academics, achievement, attendance, and athletics.

### 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)**

Orr has a ALSC.

### 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 mission of Orr Academy High School, in partnership with parents and community, is to provide a safe and nurturing environment where we promote high academic achievement and effective communication to ensure students compete for college and career opportunities in a global society. It is the vision of Orr Academy High School to be Chicago's Westside School of choice where all stakeholders serve as the

motivating force to guide students toward identifying their personal talents and developing life skills to become continuous learners and responsible citizens.

**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 conferences are scheduled in November and April of every school year. Parents are encouraged to sign up on Parent Portal to have access to student grades and emails of teachers. We support consistent parent-teacher contact at Orr Academy.

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

Parents are encouraged to sign up on Parent Portal to have access to student grades and emails of teachers. We send robo calls to parents to remind them to check their child's grade on a weekly basis.

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

Staff at Orr Academy is readily available to meet with any parent before or after school, so the instructional program will not be interrupted. Parents can set up an appointment to meet with a teacher at a time that is mutually established by both parties. In addition, email addresses are available on the school website for parent questions, concerns, or comments.

**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.**

In addition, email addresses are available on the school website for parent questions, concerns, or comments. As part of the District #299 policy, Orr Academy must adhere to the guidelines that are pre-established in recruiting parent volunteers. Parents may complete an application to volunteer, which involves a security and medical clearance. We welcomed opportunities to have a parent presence within the school.

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

Orr Academy suggests that parents contact teachers through email, etc in order to find specifics regarding their child's progress and any other suggested supports given by the teacher.

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

Orr Academy interacts with parents through direct phone calls, sharing of information on our website and information is given through the use of robocalls.

**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).**

The entire staff at Orr is 100% committed to the success of every student. Students at Orr have multiple opportunities to hear from different staff members that will help to motivate students in academics, achievement, attendance, athletics, and the Arts.

## 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.**

Orr Academy has a Parent Advisory Council (PAC) that meets on the 3rd Tuesday of every month. This allows parents who would like to be involved in the school. This allows parents to periodically review the status of the school, discuss any Title I budgetary items that need approving and develop ideas for school improvement. Parents will be engaged in several opportunities for parental training, NCLB supports and are always welcomed in the decision process at Orr Academy.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$567.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS	\$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00