Eric Solorio Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/21/2020	STEM Steering Committee	Introduction to the CIWP
02/13/2020	STEM Steering Committee	SEF
02/19/2020	STEM Department	Goals

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 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 2 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Schoolwide PD delivered by teachers, all staff attend PD on Citywide PD days, Department Clusters assist in rolling out instructional initiatives; small wins are advertised at Staff PDs and in weekly news bulletin;
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 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 3 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 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 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: -Strong levels of teacher collaboration (5Es) and grade and content level teams planning and executing units together and refining lessons based on level of success; -Strong level of new teacher induction structures in place -

Teacher teams beginning to look at student work throughout the year -PL is designed with teacher input based on school needs and 3-year plan. PL is on a variety of topics including instruction, culturally responsive teaching, trauma, grading, SEL, etc. -Student art work and music is evident throughout the building. Student accomplishments are celebrated on the walls

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - o 2 Curriculum connects to real world, authentic application of learning
    - o 3 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 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
    - o **Evidence**: -Solorio has developed and shared whole school horizontal and vertical curriculum maps for all departments. These maps highlight big ideas and essential questions that lead to student success in the CCSS and NGSS. -Teachers' implementation of the curriculum maps varies by department, with some collaboration around planning using the maps. Last year's flex time focus was used to design cross-curricular lesson plans. -Students in all core courses are exposed to a wide variety of both literacy and informational texts, with a heavy focus on literacy. Several teachers from all departments have trained to teach with literacy in mind; the math department may be weaker in this area than the other departments.The current focus is on disciplinary literacy. -Teachers select texts with grade appropriate levels of complexity when students have shown that they read at grade level on assessments; however, teachers also use texts that are appropriate to the students' own reading levels in some cases. -Students with IEPs receive their accommodations and modifications as specified in the IEP, and service providers and the case manager track individual students' goals. -ELs are provided with bilingual support, and curriculum is modified. -We are currently focusing on authentic project-based learning (purposeful learning ie STEM Standards for Success) that allows for cross-curricular connections. -We are beginning to explore culturally responsive teaching through our partnership with Facing History.
- 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 3 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 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
    - o 3 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**:
  Solorio teachers consistently use instructional strategies based on "Teach Like a C hampion." We also use a common set of literacy and writing
  strategies that are have been expanded in the Social Studies department. We created a composition 1 course for all freshman that teaches interdisciplinary writing. We have also created a Writing Center so that students can get support in the writing process from peer mentors.
  Teachers consistently post learning objectives in a prominent place in the classroo m; directions and procedures are also posted;
  objectives are aligned with standards. Teachers are working on ensuring that students perceive their learning as purposeful by creating authentic tasks. Teachers are
  expected to give daily formative assessments and to use those assessments to inf orm their instruction. These assessments are consistently given,
  but we could do more to use them to inform instruction. We have begun focusing on moving to authentic tasks that engage self-directed learners.
- 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 4 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 4 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 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 2 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**: We use a modified standards-based grading system. All of Aspen grade book categories equal 70-80% student assessment and 20-30% student activities, respectively. Students know that the greater majority of their grade is representative of their assessment performance. Students are able to redo these assessments until they reach mastery (3 or better). Throughout the school, all assignments are graded on a 4 point scale (0=not turned in and 4=exceeds). Teachers on common planning teams meet to develop performance bands. Within each department, teachers use the same categories in Aspen. Teachers in course teams meet to analyze student work and decide on next steps for

students who have not yet mastered content. Teachers use formative assessments daily to monitor progress toward standards. Over the course of the last few years, significant PD time was set aside to develop valid assessments with critical thinking in mind. The current focus is grading for equity. We have teachers piloting new grading practices to then share school-wide. All teachers have gone through in-house training pertaining to universal design and accommodations/modifications in terms of assessments.

- 3 - 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 3 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 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
    - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
    - 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 3 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 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
    - o 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)

- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 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 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 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 3 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 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 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)
- o 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)
- o **Evidence**: Solorio has several teams whose efforts combine to support students and track student progress. These teams meet weekly to align supports and then update our data tracker on a regular basis to inform teachers/staff of student supports and progress. The teams include: Socio Emotional (includes Counselors, WOW & CSI partners, Post Sec (includes GearUp), Attendance & FOT.
- 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 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 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**:
    We provide early exposure to college options, though less exposure to career opti ons. Counselors host monthly career workshops that students volunteer to participate in. Our STEM PM hosts Lunch and Learns with our corporate partner - Salesforce. We
    hold several college workshops and financial aid literacy workshops with parents,

and we have had several college readiness sessions with parents throughout the year. We have had college-themed spirit days where teachers discuss their college experiences with their classes. We have two college fairs that have had over 50 colleges present at Solorio. We now have two college coaches, one specialized on undocumented students, to help all students gain access to college. Additionally, we have hired two Solorio alumni to help reach out and support alumni along with a full time alumni coordinator. We also have an alumni coordinator.

We offer junior and senior seminars where students spend time exploring different college options. In these courses students apply to safety schools, match schools and reach schools. This year we have developed systems for conferring with students about their college and career plans. We continue to offer new AP offerings each year and we continue to make AP courses more accessible to students who are not our highest performers. This year we have partnered with Rasmussen College to provide some mid-tier students the opportunity of taking a dual-credit classes towards a medical assistant certification. All of the students in the cohort are on-track to completing the program. We offer summer Freshman Connection to assist students with the transition from 8th to 9th grades. We hold a Decision Day and a Half-Cap to increase our college-going culture. Leading up to Decision Day we do a number of things to support students. First, we have developed a system in which we track all decisions students receive from post-secondary institutions. From there, we clearly outline our step by step process to help students receive award letters from these institutions, oftentimes resulting in targeted support to help students get through the verification process.

Next, we work with students to compare these award letters in one doc, where students and parents can see their options and what they cost. Finally, we help students and their family make the decision that is best for them and support them with their next steps (orientation, registration, enrollment, etc.). Solorio alumni participate in panels with juniors and seniors to discuss post-secondary options. We are beginning a STEM pathway with Daley College to give our students the opportunity to earn an Associate's Degree in Computer Science. We are working to add in exposure to non-college options for our students such as a trades fair.

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 3 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**: Teachers and are on board with community building in the classroom. Classrooms are set up so as to ensure that students have opportunities to collaborate and build a sense of community during instructional blocks. Teachers work hard to develop relationships with students, including restorative

conversations. Gear Up, Team Counseling, Team College, Academic Support Center and Writing Center have also had a very positive effect on student-staff relationships. There are also several opportunities for staff/student events that help build a sense of staff-student community. There are several groups/opportunities to support students and/or highlight them: MTSS check ins to support students for attendance, grades, general motivation, etc.. Students are highlighted monthly for Habits of Mind. Part of the Teacher & Staff PD from Facing History is focused on how to create a supportive environment for ALL students, ie: accepting students and helping them navigate their sense of identity... PD's help teachers collaborate and work together. There are many structures that lend themselves to teacher leadership: PD Team, Cluster leads, Dept. Chairs, STEM Steering Committee, CIWP Team... The school has an established PPC wherein teachers voice concerns which are then addressed with Admin.

- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 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 3 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**: -Students participate in the Student Voice Committee, Student Council, DREAM team, Culture and Climate Team, Black Student Union -Students regularly learn about the government and civic engagement throughout their Social Science courses -Students participate in the electoral process in a variety of ways: March to the Polls; Election judging; phone banking to get out the vote -Students work with the Brighton Park Neighborhood Council, Salesforce, GEAR UP, CASA, Future Founders, and many other organizations to interact with their communities -Junior year, students identify a community issue, engage in root cause analysis, propose a solution, and take action -Opportunities for students to engage culturally relevant topics include: Heritage Assembly, Black History Month Assembly, Coming out of the Shadows Event

- 3 - 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 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Safe and secure school is an area of strength. Admin and all staff (teaching staff and non-teaching staff) work very hard to create a safe and secure environment for students. 1) Clear & common behavioral expectations 2) Behavior Management Cycle used as a school 3) Extended Library Hours (before and after school) and ASC after school hours 4) After school Activities/Sports/clubs including partnerships with ASM, CASA and OSC to offer a range of opportunities for students 5) Improvements in securing the building-

smart card entry systems, cctv system, security on duty till 10pm M-F 6) Two Dean positions (one for Discipline and one for Attendance) that work with Security Staff to ensure that entire building is secure until 10pm during the week and on Saturdays until 3pm.

- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Through Behavior Management Cycle teachers are expected to rebuild relationships with students. Deans participated in training to run effective Restorative Peace Circles. This is happening on an ongoing basis. When appropriate, students are referred to counselors, social worker, or partnership organizations to provide more support for students and families. These supports include WOW, Sisterhood, Grief Group, A-Strong U, U-Cann, social skills groups (ADHD/Organization, autism...), Community in Schools, and Think First. School has significantly decreased the amount of OSS incidents and attempts to ensure that follow up conversations are had with students after a discipline issue.
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 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**: Principal provides a report at monthly parent meetings (PAC/BAC). Principal solicits parents' support for school initiatives and discusses certain concerns parents need to be made aware of. School continues to provide: 1) Open Houses 2) Back to School Night 3) CASA parent classes 4) Hernandez Transition Parent Meetings 5) Training on Parent Portal 6) Very active BAC/PAC 7)Monthly parent workshops provided by our counselors 8) GearUp parent workshops 9) STEM Night 10) RCPU 3 times a year (we have one after semester 2) 11) Credit Recovery parent meetings 12) All calls 13) School letters & emails home 14) Ongoing parent/teacher meetings & communication 15) Senior expectation meetings 16)Team College Parent meetings on FAFSA & post secondary planning 17) Internal Transition Fair 18) Social Media Posts and Announcements 19) Cultural

Community Nights (Dia De Los Muertos, Black Student Union speakers and movie nights, etc.) 20) Dream Team 21) Fine Arts performances and presentations 22) Sporting events are open to the community 1) Teachers provide home instruction to students who are homebound 2) School staff visit homes of truant students - Dean workshops on drugs, vapes, look-fors, etc. Area of Improvement: Getting a wider net of parents in the school for events and meetings and signed up on parent portal

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School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	PSAT/SAT growth among students with IEPs
Root Cause 1	The test is so far beyond their ability that they struggle to show growth.
Area of Critical Need 2	Freshman on track rate among males
Root Cause 2	Our males have not developed a sense of school identity
Area of Critical Need 3	College Enrollment rate
Root Cause 3	Many of our students are undocumented and cannot afford college

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Freshman On-Track	Overall		90.00	91.00
In SY'19 our FOT went below 90% and our male students made up about 70% of those who were off-track.	Male		85.00	87.00
Vision: College Enrollment	Overall		75.00	77.00
We know how important college graduation is to our students future and we know that not choosing this option is concerning for a variety of reasons.				
SQRP: SAT Cohort Growth Percentile	Overall		72.00	75.00
We want our students to reach their potential that they have shown in 8th grade and that test scores provide access into college admission and access to scholarships.	Students with IEPs			
(Blank)				
(Blank)				

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 We have been Well-Organized and hope to maintain that.				5.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
STEM Goal: Students graduating from Solorio with at least 15 credit hours, which were received in dual enrollment and/or dual credit classes Being a STEM school, we want ensure students have opportunities to earn college credit				10.00	10.00

Strategies

Strategy 1

If we do...	monthly workshop-based professional development for teachers focused on the STEM Standards for Success
Then we see...	all teachers implementing a STEM-style instructional approach in their everyday lessons and units
which leads to...	students engaging in high school coursework as problem solvers and an increase ability to transfer unique skills, think collaboratively, think critically, think creatively, and communicate clearly.
Budget Description	
Tags	Structure for Continuous Improvement, Instruction, ECCE: Early College STEM Schools, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	• (Not started) Select new SSSs to focus on in the upcoming three years

	Tags:STE(A)M Schools: Instructional Approach (SSS4)
	• (Not started) Plan professional development sessions Tags:STE(A)M Schools: Instructional Approach (SSS4)

Strategy 2

If we do...	intentional outreach to families and the community regarding STEM education and the opportunities it provides
Then we see...	increased parent understanding of STEM education and STEM opportunities both within Solorio and after graduation
which leads to...	increased number of students participating in STEM enrichment, work-based learning, STEM early college credentials, and STEM careers
Budget Description	
Tags	Family & Community Engagement, ECCE: Career and Technical Education, ECCE: Early College STEM Schools, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: STE(A)M Career Pathways (SSS6)
Action steps	• (Not started) Plan yearlong calendar of parent STEM events Tags:STE(A)M Schools: Family & Community Engagement (SSS7) • (Not started) Plan parent workshops and informational sessions. Include sessions on helping parents encourage their students to participate in STEM. Tags:STE(A)M Schools: Family & Community Engagement (SSS7)

Strategy 3

If we do...	successfully target Tier 2 & 3 ninth grade students and offer them academic and mentoring supports
Then we see...	9th grade students feeling more connected to Solorio (building a sense of community & belonging) 9th grade students starting to develop their sense of identity and seeing themselves as capable and successful students
which leads to...	9th grade students passing more courses (higher FOT rate) 9th grade student attendance rates increasing
Budget Description	

Tags	OSCPA: Social/Emotional Support, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	• (Not started) Targeting tier 2 and tier 3 ninth graders through the use of bi-weekly FOT data and attendance data, targeting students for academic support during lunch and after school Tags:OSEL: Tier 2 and 3 Interventions • (Not started) Creating a mentor/mentee program: Sophomore, Juniors, and Seniors who have demonstrated growth are mentors, mentees are our tier 2 and tier 3 freshmen. This group is to develop the sense of community and belonging at Solorio Tags:OSEL: Tier 2 and 3 Interventions • (Not started) Biweekly FOT meetings: analyze FOT data, create our targeted interventions based on students academic progress, and engage in adult learning Tags:OSEL: Tier 2 and 3 Interventions

Action Plan

Strategy 1

Select new SSSs to focus on in the upcoming three years

May 27, 2020 to Jun 19, 2020 - Patton, Zimmerman, ILT

Plan professional development sessions

Jun 19, 2020 to Aug 26, 2020 - Patton, Zimmerman, PD team (teacher leaders)

Strategy 2

Plan yearlong calendar of parent STEM events

Jun 17, 2020 to Aug 26, 2020 - Vaca, Zimmerman, Patton, Iturralde, BAC/PAC parent leaders, STEM steering committee

Plan parent workshops and informational sessions. Include sessions on helping parents encourage their students to participate in STEM.

Aug 26, 2020 to Oct 01, 2020 - Vaca, Zimmerman, Patton, Iturralde, BAC/PAC parent leaders, STEM steering committee

Strategy 3

Targeting tier 2 and tier 3 ninth graders through the use of bi-weekly FOT data and attendance data, targeting students for academic support during lunch and after school

Aug 28, 2020 to Feb 02, 2021 - FOT Team: Jimenez, Zimmerman, Ochoa, Matos, Dominguez

Creating a mentor/mentee program: Sophomore, Juniors, and Seniors who have demonstrated growth are mentors, mentees are our tier 2 and tier 3 freshmen. This group is to develop the sense of community and belonging at Solorio

Feb 01, 2021 to Jun 19, 2021 - FOT Team: Jimenez, Zimmerman, Ochoa, Matos, Dominguez

Biweekly FOT meetings: analyze FOT data, create our targeted interventions based on students academic progress, and engage in adult learning

Sep 01, 2020 to Jun 14, 2024 - FOT Team: Jimenez, Zimmerman, Ochoa, Matos, Dominguez

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.

We continually analyze SAT, on-track, attendance, and other data metrics to see where our students are. We look at the data at the EOY to see where we have come and then use that to make our plan for moving forward.

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

Academic Support Center and the Writing Center provide supports to all students and targeted tutoring to students who are struggling.

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.

School uses the equity framework to ensure high expectations for all students. The school focuses on the STEM standards for success which leads to high quality tier 1 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).

The academic support center and writing center target low achieving students. The diverse learning department works collaboratively to provide high quality instruction to students with diverse needs.

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

Rigorous application process including guest teaching and panel interviews. The high amount of support provided to teachers makes our school very attractive.

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.

Year-long professional development is provided by our teacher leadership team, which focuses on the STEM standards for success, uses knowledge of adult learning, and research based strategies to create sustained, relevant, and meaningful professional learning.

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

Parent workshops through counselors, GEAR UP, and CASA. Digital outreach to parents via social media and the school website.

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

NA

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

Robust teacher leadership program that ensures teacher voices are heard regarding assessment.

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.

We have targeted support teams such as the attendance and freshmen on track team. The teams collaborate to support students who are having difficulty mastering content.

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.

School focuses on community support by providing families what is needed for their students to be successful using federal and state programs.

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.

The Eric Solorio H.S.'s Parent Advisory Council meetings will be held throughout the school year and this group will be informed and asked for suggestions to improve the school and to participate, as appropriate, in decisions about the education of their children. The principal will review all suggestions submitted at PAC meetings by parents and attendees and incorporate in all relevant plans. Parents will continue to be given numerous opportunities throughout the year to provide feedback and suggestions for improving the school in relation to their children's academics as well as strengthening the home/school connection.

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

Meetings will continue to be held throughout the 2020-2023 school years with parents. The school's automated phone system will be employed to notify and invite parents to said meetings, as well as, posted on the school's website and social media. We are working diligently to ensure that as many parents as possible opt in to receive these meeting reminders and are following us on social media. Meetings will be listed on the school's monthly calendar of events flyer and bulletin board as well as on the school's website. Admin will continue to create and distribute a parent monthly calendar. Meetings will be held mornings and some evenings. Additional workshops for parents will also be scheduled and provided throughout the year through GEARup and our counseling office.
The Annual Principal's NCLB Title 1 Informational Meeting will be held during the last week of Sept. every school year and the Annual PAC Organizational Meeting will be held the subsequent week or first week of October of that year.

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

This process will be ongoing throughout the year. At each meeting a portion of the time will be reserve to discuss updates including programs, events, trends, attendance and disciplinary concerns, workshops and ideas for future topics/workshops. Parents will be given an update of upcoming events, initiatives and programs. Parents will continue to be given numerous opportunities throughout the year to provide feedback and suggestions for improving the school in relation to their children's academics as well as strengthening the home/school connection. Parent Advisory Council meetings will be held throughout the school year and this group will be informed and asked for suggestions to improve the school and to participate, as appropriate, in decisions about the education of their children. The principal will review and respond to suggestions submitted at PAC meetings by parents and attendees.

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.

This process will be ongoing throughout the year. Progress reports will be sent home every 5th, 15th, 25th and 35th week of school. Parents will be reminded to keep up with student progress through monitoring their Aspen Parent Portal accounts and setting up alerts. Students learn their data through a school system known as "Know Your Numbers (KYN)". They are trained to know their GPA, Attendance rate, college selectivity level, SAT/PSAT score and extracurricular activities. Knowing this data helps them build a college resume. For Juniors, SAT scores are sent directly to the student's home. Parents will be given an update of upcoming assessments and special opportunities related to college awareness, applying for college financial aid, college trips as well as other pertinent information related to parenting.

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.

"Right to Ask" Letters will be sent home in late November of the school year. Eric Solorio H.S. will notify parents in writing or by phone 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.

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.

Eric Solorio H.S. will host a number of parent workshops where the school counselor and technology specialist will assist parents of participating NCLB 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.

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.

Eric Solorio H.S. will host a number of parent workshops where the school counselor and media center specialist will assist parents in this area. Parent will be surveyed on suggestions on new ways to reach more parents and on ideas to improve parent involvement. Solorio will continue to partner with other organizations that can assist with parent training in these areas.

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.

Solorio will continue to communicate the importance of working together with parents and families to support students in realizing their potential and having a great high school experience. Parents will be invited to school events including sporting events, musicals, concerts, performances, and art fairs. Parents will be invited to serve as chaperones, volunteers, and assistants in attendance and honor roll events.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

NA

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

All parent meetings will be provided in the native language of the majority of attendees and translated into other needed language. Most parent meetings are conducted in Spanish and translated to English only speaking parents.

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)

NA

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.)

Our vision is to help students in this neighborhood empower themselves, their families, and their community by succeeding in college. Our mission is to equip students with the discipline, knowledge, and skills necessary to graduate from college. We believe in the Core Values of Commitment, Compassion, Integrity, and Reflection. As a STEM Early College high school, Solorio Academy puts student learning at the center of its policies and procedures. We believe that a safe and orderly climate is essential, and we protect the rights of those students who seek to contribute to and benefit from our school community. School rules are designed to maximize students "opportunities for meaningful learning and are in accordance with Chicago Public Schools" Student Code of Conduct. We believe that all students can achieve at high levels. 1. Know You Can (Confidence), 2. Work Hard (Effective Effort), 3. Learn More (Development)

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.

Eric Solorio H.S. will hold parent-teacher conferences on Report Card Pick Up Days- in Nov. and April. In addition to the regularly scheduled report card pick up, an ADDITIONAL report card pick up will take place at the end of the 2nd quarter (1st semester). This extra report card pick up will take place from 4-6pm at the end of the semester (approximately Feb. 1).

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

The Aspen Parent Portal is available on a daily basis to inform parents on the progress of their children. Progress reports will be sent home on a quarterly basis- on the 5th, 15th, 25th, and 35th weeks.

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

The Eric Solorio Staff are available for parent conferences both in the morning before school and immediately afterschool (excluding 10 Wednesdays that teacher PD is scheduled afterschool). Parents can

call the office to leave messages for the teachers. Also, many parents communicate with teachers through email.

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 will have the opportunity to sign up to volunteer throughout the school year. The school will offer a number of events where parents can assist the staff in a variety of activities. Many parents attend student performances. Many parent volunteers are solicited throughout the school year to chaperone dances, honor roll and attendance events, field trips and assist in serving students in various events.

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

Parents will be asked to monitor their child's homework, assessments and attendance. The school will host a parent workshop to assist parents in signing up for parent portal accounts. Parents will continue to be briefed at all parent meetings regarding opportunities for academic intervention for their children. Parents will participate in various workshops, some of which will deal with issues related to assisting their children to be successful in school.

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

Opportunities will be provided for parents to provide the school input. The school will survey the parents on a variety of issues including programming, policies, supports and areas of improvement. The principal and assistant principals make themselves available to parents and consult with parents during parent meetings throughout the year.

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 will be recognized for their contributions to the school environment (the Learner's Life), perfect attendance, and academic excellence as well as in other areas. Parents are invited to attend awards assembly. Members of the student council are also involved in planning school assemblies that involve motivating students to do well on assessments and attendance.

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.

Our goals are to empower and equip parents into raising healthy children that can be successful in school and life. We would like parents to attend at least one parent involvement activity or school performance each quarter.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$3711.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$2212.00
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)	$675.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$1250.00
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.	$500.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$500.00