

# Charles P Caldwell Academy of Math & Science ES 2020-2022 plan summary

## Team

Name	Role	Email	Access
Danielle Porch	Principal	dporch@cps.edu	No Access
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## Team Meetings

Date	Participants	Topic
12/10/2019		

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 2 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The expertise of the staff is always utilized to help the school grow. We take on the model of sharing what we know with one another along with each one teach one. We highlight the skills or best practices of teacher at staff meeting as well as at school professional development. We also have a list of where our staff excels. It is a living document that serves as a resource for the entire staff.
- 2 - 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
  - 3 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
  - 3 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:** We have active teacher teams who meet weekly. Within those meetings teachers discuss data and analyze student assignments and tasks for rigor. Teachers participate and provide professional development as a way to always improve.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 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:** As a school we meet over the summer for planning sessions. This is done 3 days a week for the month of August. Teachers meet in teams look at standards and unpack them and utilize data to determine what instruction will look like throughout the school year. During this time curriculum maps are created.
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** As a school we create school wide projects and utilize themes to focus our direction. We differentiate instruction once a week with our school-wide mild, spicy, and hot options that offers our students choice.
- 2 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 1 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:** This is an area that needs improvement. It is not overwhelmingly evident with every teacher at school. There are some teachers that still need assistance and guidance on building assessments as well as using a variety of assessments.
- 3 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 3 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)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)

- 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Parent meeting are had for students with chronic absenteeism and tardiness. We have contracts and allow the parent input with what goes into the contract. We also have a separate MTSS staff member who collaborates with teachers to provide the students the best opportunity to achieve academic success. There is consistent progress monitoring with our web based programs and student artifacts.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Yearly we take college tours out of the state. We have taken our students to Morehoue, Clark-Atlanta, Spelman, UCLA and Georgetown just to name of few. We want our students to know what else is out there in the world. We show them it is possible for them to one day be on those campuses as a student. We also have career fairs with guest speaker for skill related jobs and careers.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- **Evidence:** We have made great strides as a staff in this aspect. We have more staff outings as a way for us to work more as a cohesive unit. We have created an environment for our students that foster communication. We practice restorative justice and conversational groups. The counselor and social worker also does group sessions with our students to assist with resolving conflict.
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 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:** This is an area where we need more improvement. We have had a lot of turnover with our middle school social studies teacher. As a result, the students lack many of the indicators above.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 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:** We do very well in this area. We have grown from top down expectations to including the voice of all stakeholders (parents, students, staff and community) to ensure all are safe. We have established rules and protocols.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** We have a discipline team and we meet bi-weekly for updates and to keep our finger on the pulse of any issues. We discuss major issues, how they were handled and what was the outcome. We ensure if there are infractions then all of the required parties are notified.
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 1 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 1 Partner equitably with parents speaking languages other than English
- 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** We create an environment where parents, community and students have a platform to share concerns or ask questions. We utilize ClassDojo as our main way to communicate with parents. teachers also submit call logs every Friday. This log reflects what calls were made to parents over the course of the week. The calls must be may address concerns but also must contain something positive.

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## School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
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.

### Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math)  This is the lowest performing grade in the school. This is a grade level that needs the most attention. Hence, the teacher is new to the primary department. She needs a teacher mentor and professional development on what is needed for primary grade students. The teacher also needs training on the math primary standards.	African American		50.00	53.00
Vision: NWEA Attainment G2 (Reading)  This is the lowest performing grade in the school. This is a grade level that needs the most attention. Hence, the teacher is new to the primary department. She needs a teacher mentor and professional development on what is needed for primary grade students. The teacher also needs training on the reading primary standards.	African American		45.00	50.00



<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>
<p>Vision: Attendance Rate</p> <p>The school's attendance fluctuates constantly. We need parameters in place for assistance to be more consistent. There could be incentives as well as workshops for the parents of truant and chronically tardy students.</p>	African American		94.00	95.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Overall, as a school more efforts are needed to assist students with understanding and grasping the math standards. Teachers could attend and participate with learning how to teach the math standards and unpack them as well.</p>	African American		60.00	63.00
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>The vast majority of our Diverse Learner population are all identified as having a learning disability. The simply just learn differently. Teachers provide modifications and accommodations to the students assignments and learning tasks. However, there still seems to be a gap with how well and how comfortable teachers feel with making the needed accommodations and modifications to student work. Professional development opportunities would assist with showing teachers how to actually make the necessary adjustments.</p>	Students with IEPs		62.00	65.00

**Required metrics (Elementary) (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)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
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## Strategies

### Strategy 1

If we do...	develop a school system for tiering students at risk or needing additional supports while incorporating the 80-15-50 model in the MTSS Framework in conjunction with having a list of interventions aligned to the student's needs
Then we see...	students being identified appropriately for interventions that meet their area of need
which leads to...	a fully comprehensive MTSS system for those students classified as at-risk
Budget Description	Funds will be set aside to purchase instructional materials and electronic platforms to assist the MTSS teacher with collecting and progress monitoring students.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>(Not started) Our MTSS team will be lead by the administrator, counselor and MTSS lead teachers who will address the academic and social and emotional needs of those students who struggle.</li> </ul> <p>Tags: MTSS, MTSS: Problem Solving Process, MTSS: Shared Leadership</p>

### Strategy 2

If we do...	create and employ instructional and planning maps school-wide we can meet the needs of our students by incorporating a balance of foundation skills in literacy and math. We will utilize the Depth of Knowledge framework to increase rigor during instruction. Also, incorporating CPS PK-12 Principles, shifts and key practices for literacy and math daily.
Then we see...	teacher planning rigorous, relevant and authentic learning for all students. Including differentiation as well as engaging students. Students will have exposure to grade level appropriate work. The students will have access to technology to further investigate and create content all while becoming digitally adept. Students will be required to analyze and evaluate their performance and those of their classmates to improve academically and socially
which leads to...	increased performance in literacy and math for students in 2nd - 8th grade students meeting growth and attainment
Budget Description	We will need the assistance of an on-site literacy and/or math coach.

Tags	Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Form a PLC for literacy and math conducted by teacher leaders who will assist with addressing the needs of all learners</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p>

**Strategy 3**

If we do...	select instructional materials that include alignment to the CCSS, CPS mandates and offer opportunities for differentiation with assignments and assessments
Then we see...	cohesiveness with instruction throughout grades Kdgn-8th grade
which leads to...	progression and total alignment with instruction across all grade levels.
Budget Description	purchase materials for literacy, science, social studies and math across all grade levels
Tags	Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Science: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Purchase instructional materials in literacy, math, science and social science across grade levels</li> </ul> <p>Tags:Curriculum</p>

**Action Plan**

**Strategy 1**

Our MTSS team will be lead by the administrator, counselor and MTSS lead teachers who will address the academic and social and emotional needs of those students who struggle.

Jul 01, 2020 to Jul 30, 2022 - Admin Counselor MTSS Lead Teachers

**Strategy 2**

Form a PLC for literacy and math conducted by teacher leaders who will assist with addressing the needs of all learners

Jul 30, 2022 to Jul 30, 2022 - PLC teacher leaders Admin MTSS lead

**Strategy 3**

Purchase instructional materials in literacy, math, science and social science across grade levels

Jul 01, 2020 to Aug 01, 2022 - Principal

## 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.

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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.**

Caldwell will utilize the parent board. The parent board will carry the responsibility of working with the administration and teachers in order to review revisions needed on the CIWP. They will continue to meet on a monthly basis with the administration and selected teachers to discuss and outline plans and policies in order to review the school improvement plan.

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

We provide students with access to before and after- school tutoring. We also have on site freed MTSS teachers for literacy and math. Those teachers pull students according to their scheduled time and provide them with remedial supports with specific standards where they are struggling. The MTSS teachers also progress monitor those students and collaborate with their teachers.

**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 wide we follow the Danielson Framework which shapes how instruction will look daily. This ensures continuity across all grade levels. In conjunction to that, students are provided the opportunity to self-select assignments based upon the standard that is being taught. School-wide we use the mild, spicy and hot option for differentiation.

**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).**

At Caldwell, we utilize our freed MTSS literacy and math teachers to assist with students who struggle with meeting state standards with a level of proficiency. We also offer our students access to before and after-school tutoring. Student who struggle also have access to our check-in check-out system. Those students meet with the counselor and select their daily goals for their classes. This assist the student with remaining focused for the duration of the class and completing all assignments.

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

We have a staff hiring committee that is made up of high performing teachers in each department. When there is a position open, we meet collectively to determine explicitly what we need in prospective candidates. We then reach out to universities within the area to see if they have graduating candidates that match our need. We then review resumes and conduct interviews. The interview are with and panel. If a candidate makes it to the next round, they are invited to teach a lesson at the grade level for which they are interviewing. We then reconvene as a team and weigh the pros and cons of the candidate and make a final decision.

**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.**

At the onset of the year I do a needs assessment with the staff and I utilize the summative REACH ratings to determine our school-wide areas of growth. From there, a year long professional development calendar is created. I and others will present information that is data driven that will support all of the educators. I will also do follow up classroom visits to ensure that what was covered in the professional development workshops is being implemented correctly. There are follow up sessions and feedback given.

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

Caldwell will provide two instructional workshops for all Caldwell parents. The first workshop will take place during the first semester, This workshop will provide support, resources and tools outlining what their child's goals are in literacy success for in order to be literate in their grade level. The second workshop will be take place during the second semester. This workshop will provide training and resources in literacy and technology in order for the parents to have prepare their child's for success with assessments and the next grade level.

**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.**

The primary department will hold a bi-monthly meetings where a different program is outlined that will be utilized in the kindergarten grades. Parents will be given an overview or each program . They will be given support and resources for each program in order to help their child have early academic success.

**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.**

All teachers in grades kindergarten through 8th decide at the end of the school year what our school wide assessments for the subsequent school year. We use web based assessment programs aligned to that standards for literacy and math. We also administer 5 week assessments to keep track of student performance and address deficits.

**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.**

At the end of each school year we determine what school wide assessments we will use during the subsequent school year. We do 5 week assessments to keep our pulse on student performance and mastery of the standards. We have digital programs that allows the teacher to select the standards to be assessed. The web based program will generate the assessment. After the assessment is graded by the teacher, those that struggled are then placed on the roster of the MTSS teachers for 5 week interventions. The students are assessment again to determine progress.

**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.**

Our school counselor, case managers and social worker work to secure partnerships with agencies that could benefit our students and parents. We conduct workshops on various topics that will assist. When there is a need that may not be the same as the masses, the aforementioned individuals seek information that will assist those who are in need.

## **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.**

Caldwell will establish a parent board. The parent board will meet with the administration and teachers monthly to discuss and outline plans and policies to review the school improvement plan. The parent board, in conjunction with the administration and selected group of teacher will review and make revisions to the CIWP.

**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**

During the State of the School Address in late September, parents will be informed the school's participation in ESSA and Title I programs. At this time, parents will also be notified of the monthly meetings and incentives. Monthly meetings will be held on the first and fourth Thursdays. The first Thursday meeting will be held during school hours in order to give parents that work at night an opportunity to attend the meetings. The meetings on the fourth Thursday will be held after school to accommodate the parents who work during the day. The meetings will cover information that on Title I programs, school programs, and to offer support to parents to ensure their children are successful. To encourage parent attendance, students will receive raffles tickets, out of uniform passes, special lunches, and or homework passes.

**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.**

During the monthly meetings, parents will have their concerns heard and be able to make suggestions about for programs that they would like to see at the school. Principal Porch will take those suggestions under advisement and decide which are appropriate and beneficial for the school. The suggestions will be brought to the staff to be discussed and a plan created to implement the ones that will be beneficial to the school and the students. During future meeting, parents will be informed of the suggestions implemented and they will be kept abreast of how the suggestions are faring.

**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.**

At the beginning of the school year meeting in September 17, 2020, parents will receive an academic performance envelope from each of their children's teachers. Principal Porch will then disaggregate the information pertaining to Title I Programs, and their children's academic performance and assessment measures in terms of level of academic proficiency and next steps to ensure continued growth for the school year.

**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 first notification will be in the envelope provided to the parents at the welcome back to school meeting which has a tentative date of September 17, 2020. Then each Monday for the next three weeks a notification will be sent home with the students.

**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.**

Caldwell will host two monthly meetings for parents to disaggregate information. These meetings will take place on the first and fourth Thursday monthly with two time periods to make the information readily available for parents with differing scheduling needs. The first Thursday meeting will be held during school hours, and the fourth Thursday meetings will be conducted after school hours. Time will be allotted at both time periods to explain the NCLB Title I program, understanding academic assessments along with their timelines and discussions on academic growth and achievement standards. Parents will have an understanding of how to monitor their student's progress, and receive continuous support and knowledge in ways to stay in contact with the stakeholders at the school: counselor, teachers, office staff, etc. The school will use these meeting to provide information, resources, materials and training as appropriate. Surveys sent home will guide school staff on the needs of the parents to help guide the content and avenues of support for parents.

**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.**

Caldwell will provide two instructional workshops for all Caldwell parents. The first workshop will take place during the first semester, This workshop will provide support, resources and tools outlining what their child's goals are in literacy success for in order to be literate in their grade level. The second workshop will be take place during the second semester. This workshop will provide training and resources in literacy and technology in order for the parents to have prepare their child's for success with assessments and the next grade level.

**Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.**

During monthly staff meetings explanations of the importance of parent involvement will be explained and expressed. Teachers will send home monthly letters to each parent explaining what goals, standards, and activities took place during the month and outline what will be happening in their classrooms the following monthly, along with information on how to help their child to achieve success. Weekly call logs will be submitted to the principal in order to show communication taking place between teachers parents and what was discussed.

**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.**

Strong relationships between parents/guardians and their children, and ongoing learning and development are essential. Caldwell will work with families in various ways to provide families with the proper support and resources to ensure that students have early academic success. There are many opportunities available to parents/guardians in the program for growth, input, learning, and fun. This will include holding bimonthly meetings to discuss each program and make any improvements as needed. Also, each family will be provided with support and updated information to each program, including any resources that may benefit the student.

**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.**

Caldwell is aware that communication is an essential key to a partnership between parents and students. Therefore, we strive to provide parents with the most updated information on a consistent basis. This includes sending information about upcoming meetings, programs, and activities through letters being sent home prior to the start of any program, activities, and or meetings. Parents will also receive phone calls explaining any upcoming programs, activities, and or meetings. In addition, Parents are also given a monthly calendar with important dates highlighted. We also post a large calendar near the office to display these activities, programs or meetings.

### Policy Implementation Activities

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

**<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>**

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

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

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

n/a

### School-Parent Compact (Complete)

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

Caldwell Academy prides itself on giving our students the skills and abilities to becoming independent lifelong learners in order to become society's next leaders. We strive to be advocates for all students by facilitating a character driven environment in which effective learning and emotional growth takes place. All students are served by allying with teachers, developing liaisons with parents and incorporating equity for every student. The Caldwell environment is student centered, directed by teachers and supported by home and community.

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

Parent-teacher conferences are held on the designated CPS district dates. Caldwell sends robo calls, flyers and class dojo reminders in order for all parents to be aware and plan to participate. Conferences are held in the gym with each teacher having their own space. This allows parents easy travel between teachers as well as optimizing everyone's time. Departments as well as individual teachers hold their own parent teacher conferences when necessary in order to create relationships, build trust and develop plans for students to succeed within their classes.

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

Caldwell sends out CPS mandated progress reports on designated dates. Teachers are in constant communication with parents. Teachers have revolving call logs so each parent receives a biweekly verbal report based on their child's academic and social behavior. Parents and students are aware of goals as well as the process to achieve the outlined goals. Teachers, parents and students have an evolving plan of success based on the biweekly verbal reports.

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

Teachers at Caldwell are very flexible and generous with their time. They make themselves available before, during and after school based on the parents' needs for conferences. Teachers have revolving call schedules. These schedules allow parents to talk to their child's teacher every two weeks. They are available by email or class dojo private messages. Teachers respond within a two-hour window to any email or class dojo message. All teachers work together in their departments to make sure they are available to parents in order to fulfill the needs of their students' to keep them on track for academic success.

**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.**

Caldwell invites parents to share their time and talents in all classrooms not just their child's room. They have opportunities to be celebrity classroom readers. They are invited to participate in the career fair. Parents plan to be Science fair judges every year. Parents are asked to volunteer in all assemblies whether it is helping with a school play or the Black History Month Celebration. The doors are always open to any parent willing to volunteer and share their time to help create a well-rounded learning experiences for the students.

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

To ensure academic success, parental support is very important. Parents can demonstrate their support by reading at home, assisting with homework and projects assigned, communicating with teachers about student's academic successes and challenges, praising academic and social accomplishments, participating in school-wide functions and assemblies, volunteering to attend school field trips and monitoring student attendance.

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

Parents will have direct contact with their child's teacher through Class Dojo, CPS email, and the school's main office telephone number. Parents can request to communicate before or after school by telephone or during an in person parent-teacher meeting. Parents are encouraged to attend at least two parent-teacher conferences a year to discuss their child's academic needs and to pick up report cards. Parents can also communicate with the school in person or by telephone to voice any questions or concerns that they may have.

**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 share in the responsibility of promoting academic achievement by having good attendance, being prepared to learn each day, completing assignments on time, demonstrating respect for themselves and others, having a positive attitude, following classroom and school wide rules and expectations and advocating for themselves and others.

**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.**

Caldwell will establish a parent board. The parent board will carry the responsibility of working with the administration, and teachers in order to review revisions of the CIWP. They will meet once a month with the administration and selected teachers to discuss and outline plans and policies in order to review the school improvement plan.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<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
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<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.	\$750.00
<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.	\$350.00
<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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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.	\$587.00
<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 by used only by parents.	\$0.00