

Infinity Math Science and Technology High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Charles Smith	Principal	csmith@cps.edu	Has access
Erin Walker	Assistant Principal	efgrover@cps.edu	Has access
Salvador Venegas	Teacher	svenegas@cps.edu	Has access
Dianne Conn	Teacher	dconn1@cps.edu	No Access
Nancy Andrade	Teacher	nandrade4@cps.edu	No Access
Alexis Ross	Program Manager	aaross7@cps.edu	No Access
Sarah Coogan	Teacher	smdickinson@cps.edu	No Access
Joseph Kellenberger	Teacher	jdkellenberger@cps.edu	No Access
Kerrie Treacy	Case Manager	kbracken@cps.edu	No Access
Benitta Jones	Stem Integration Specialist	bljacobs@cps.edu	No Access
Lillian Cristal	ALSC Chair	lcristal717@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/15/2020	All	Introduction of the SEF
02/05/2020	Walker, Smith, Andrade, Venegas, Abeja, O'Connor, Conn, Treacy	Results of SEF; Identify areas of critical need; Intro to Root Cause Analysis
02/19/2020	Walker, Smith, Venegas, Conn, O'Connor, Treacy, Ross	Goal Setting by groups A-C; Revisit SEF
03/04/2020		Combination of Goals
03/18/2020	Smith, Walker	Where we stand, what's next

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make 'safe practice' an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Survey results indicate that teachers want to enable staff to focus and prioritize what matters most and making 'safe practice' an integral part of professional learning. PD needs to be more strategic and focus on high leverage activities to support instruction and student growth.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 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
 - 3 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:** Survey results indicate a need for better professional development opportunities and consistent data inquiry to drive improvement.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** There is some concern about access to diverse and contemporary text collections. Teachers indicate a need for a culturally relevant and sustaining curriculum that provides opportunities to celebrate cultural heritage and the connects to real world authentic application of learning.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Areas of concern are differentiation and providing frequent and meaningful feedback.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teachers indicate a need to improved their use of PSP to determine gaps in achievement and the root cause of the issues for students in all tiers.
- 2 - 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)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** There is a need to clarify MTSS and what that looks like and how it will be monitored/tracked/implemented and frequency. Staff would like to take a research based diagnostic approach to MTSS.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Students need more (and earlier) exposure to academic and professional worlds beyond high school.

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:** Staff report feeling that there is not a place for them to constructively resolve conflict with one another.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** There is a need for our students to engage with community and civic leaders beyond the electoral process.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Teachers need support in understanding trauma sensitive environments and how to create and maintain them.
- 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:** There is a need to evaluate the discipline system and look at trauma-sensitive approaches to social and emotional intervention.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)

- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:** There is a need to provide more opportunities for parents and the community to come to the building to engage with other parents and the school community.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
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: 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	5
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.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: PSAT10 Annual Growth Percentile-Math	Overall		42.00	42.00
We chose this metric to improve on an area of growth after witnessing a significant decrease in students' annual growth for math.				
Vision: College Readiness SAT	Overall		40.00	45.00
We are an early college school so we want to ensure students are prepared for college as determined by the SAT benchmarks.				
Vision: Early College & Career Credential	Overall		45.00	45.00
Providing students with opportunities to attain ECC credentials aligns with our academic mission. It prepares students for college level work.				
(Blank)				
(Blank)				

Required metrics (Highschool) (33% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey The 5 Essentials allows us to gather feedback from various stakeholders for school improvement. It guides our work and helps us to adjust existing practices.</p>					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Provide relevant Professional Development and learning for teachers and staff.
Then we see...	Improved lessons stemming from teachers' enhanced pedagogy. SEL strategies that are integrated within instruction.
which leads to...	Greater student engagement during instruction and students having a more vested interest in their school community.
Budget Description	
Tags	MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Determine possible outside PD opportunities to enhance SEL engagement within the classroom. Send SEL/Behavioral Health team to PD. Ideally, PD will occur in summer so that we can implement in 2020-2021 school year. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) SEL/Behavioral Health Team will provide quarterly PD on how to integrate SEL in to the classroom. This will be modeled in grade level meetings. This will occur over 2 year cycle. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: Teacher Teams</p>

Strategy 2

If we do...	Provide culturally relevant curriculum that allows students to explore and celebrate their community.
Then we see...	Learning tasks that connect students to their history, language and culture
which leads to...	greater student engagement, self-advocacy and ownership of the learning experience in and out of the classroom.
Budget Description	
Tags	Curriculum, Instruction, Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> (Not started) Provide project based learning opportunities that are relevant to the local LatinX community and to Latinx heritage. This will include projects and units across the curriculum that are rooted in the rich art, history and language of LatinX communities. <p>Tags: Curriculum, Instruction, Arts Education: Authentic Arts Integration, Personalized Learning: Authentic Learning</p> <ul style="list-style-type: none"> (Not started) Provide PD opportunities for teachers to expand their understanding of Latinx culture and how to integrate it in to the classroom. <p>Tags: Curriculum, Instruction, Teacher Leader Development & Innovation: Teacher Teams</p>

Strategy 3

If we do...	Provide universal supports to prevent failing and targeted interventions for grades below "C"
Then we see...	Before, after school and lunch tutoring, frequent student / teacher conferences. Weekly monitoring of D/F report, peer mentoring.
which leads to...	Higher FOT, SOT, numbers student with B's or better and improved grade point averages.
Budget Description	
Tags	MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Create a streamlined referral system that identifies, in real time, students in need of targeted intervention.

	<p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Maintain a monitoring tool that tracks student interventions and outcomes on a quarterly basis. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Provide research based professional development (quarterly) on Tier 2 and Tier 3 strategies that are relevant to high school populations. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership</p>
--	---

Strategy 4

If we do...	Analyze multiple data sets (such as SEL surveys, PSAT/SAT data and REACH evaluation scores) and assess gaps (between what is taught and what is retained)
Then we see...	opportunities for re-teaching, improved and nuanced instruction, and alternate assessments
which leads to...	greater student achievement, greater student engagement and increased skills/standards attainment.
Budget Description	
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	<ul style="list-style-type: none"> (Not started) Hold data review sessions (every five weeks) to monitor standards-based growth and modify curriculum and instruction accordingly. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Hold individual student data strategy sessions (after each PSAT/SAT assessment) to help students understand what their scores mean for college success and provide strategies to improve outcomes. <p>Tags:Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth</p>

Strategy 5

If we do...	increase access to STEM courses: CTE, Dual Credit/Enrollment
Then we see...	an increase in students' post secondary readiness and qualification for STEM careers

which leads to...	students gaining career certifications, improved RTW/ALEKS eligibility rates and an increase in the number of students with 15+college credit hours
Budget Description	
Tags	Curriculum, ECCE: Early College STEM Schools, OSCPA: College and Career Readiness
Action steps	<ul style="list-style-type: none"> (Not started) Maximize partnerships through mentorship and tutoring; hold intentional meetings with STEM integration specialish, staff, parents and students to maximize and promote STEM mission <p>Tags:ECCE: Career and Technical Education, ECCE: Early College STEM Schools</p> <ul style="list-style-type: none"> (Not started) Add CTE- Web Design ii by SY21 to provide students an opportunity to sit for certifications prior to graduation <p>Tags:Curriculum, ECCE: Career and Technical Education</p>

Action Plan

Strategy 1

Determine possible outside PD opportunities to enhance SEL engagement within the classroom. Send SEL/Behavioral Health team to PD.Ideally, PD will occur in summer so that we can implement in 2020-2021 school year.

May 01, 2020 to Sep 30, 2020 - Admin/Social Worker

SEL/Behavioral Health Team will provide quarterly PD on how to integrate SEL in to the classroom. This will be modeled in grade level meetings. This will occur over 2 year cycle.

Sep 01, 2020 to Jun 16, 2022 - SEL/BH Team

Strategy 2

Provide project based learning opportunities that are relevant to the local LatinX community and to Latinx heritage.This will include projects and units across the curriculum that are rooted in the rich art, history and language of LatinX communities.

Sep 07, 2020 to Jul 14, 2022 - Admin, Subject area teacher teams

Provide PD opportunities for teachers to expand their understanding of Latinx culture and how to integrate it in to the classroom.

May 01, 2020 to Sep 30, 2020 - Admin

Strategy 3

Create a streamlined referral system that identifies, in real time, students in need of targeted intervention.

Jul 01, 2020 to Sep 30, 2020 - Counselor, Case manager, Admin

Maintain a monitoring tool that tracks student interventions and outcomes on a quarterly basis.

Oct 02, 2020 to Jun 17, 2022 - Grade level Teacher Teams

Provide research based professional development (quarterly) on Tier 2 and Tier 3 strategies that are relevant to high school populations.

Aug 24, 2020 to Jun 17, 2022 - Admin

Strategy 4

Hold data review sessions (every five weeks) to monitor standards-based growth and modify curriculum and instruction accordingly.

Sep 07, 2020 to Jun 17, 2022 - Grade level Teams Admin

Hold individual student data strategy sessions (after each PSAT/SAT assessment) to help students understand what their scores mean for college success and provide strategies to improve outcomes.

Sep 07, 2020 to Jun 17, 2022 - Grade level mentors Admin Counselor

Strategy 5

Maximize partnerships through mentorship and tutoring; hold intentional meetings with STEM integration specialist, staff, parents and students to maximize and promote STEM mission

Jul 01, 2020 to Jun 17, 2022 - ECCS Coordinator STEM integration Specialist Admin

Add CTE- Web Design ii by SY21 to provide students an opportunity to sit for certifications prior to graduation

Jul 01, 2020 to Sep 01, 2021 - ECCS Coordinator Admin

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.

Infinity will make strategic decisions on how to allocate funding based on the needs of students. Those needs will be assessed through Social Emotional Surveys, Illinois School Report Card, Academic data (P/SAT, ACCESS) and 5Essential survey data.

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

There will be weekly opportunities for students receive extra supports for remediation and enrichment. Specifically, teachers will implement as grade levels, after school extended day sessions so that students can meet proficient academic levels. Courses such as Honors, Dual Credit and AP will be offered so that students can access advanced levels of academic content.

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.

Infinity will host weekly opportunities for students receive extra supports for remediation and enrichment. Specifically, teachers will implement as grade levels, after school extended day sessions so that students can meet proficient academic levels. Courses such as Honors, Dual Credit and AP will be offered so that students can access advanced levels of academic content. Tutoring and academic interventions will be provided by community partners.

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).

There will be weekly opportunities for students receive extra supports for remediation and enrichment. Specifically, teachers will implement as grade levels, after school extended day sessions so that students can meet proficient academic levels. Courses such as Honors, Dual Credit and AP will be offered so that students can access advanced levels of academic content. Tutoring and academic interventions will be provided by community partners. We use services such as Math Lab, College and Career Coach for post secondary awareness.

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

Infinity works closely with in state universities to build potential teacher candidates through our student teachers pools from Illinois State and Northern Illinois University. We also post positions using Taleo and Indeed for both internal and external candidates. Since our teacher retention is around 90% annually according to Illinois Report Card data, colleagues of other teachers are always interested when a position opens at our school. This helps with attracting quality teachers. Infinity STEM HS is a place teachers want to work.

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.

Budget has been allocated to align with the CIWP Priorities of SEL, Rigor, STEM. Monthly Flex Professional Development will be facilitated by Principal and admin.

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

Services we provided are a free Legal Clinic for DACA and other important legal issues parents in the community need. We partner with Alivio Clinic located here on campus for health care. Teachers put on annual Health and History Fairs for parents and families to educate them on community root organizations, access to care, food opportunities. The Greater Food Depository has bi Monthly fresh food giveaways after school. Enlace provides literacy services for families (English / Spanish) and ESL services.

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.

N/A
High School ages students only.

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.

Teachers participate in the annual assessment vote. Typically the state required assessments (P/SAT, ACCESS, IL-Science Assessment) are the only test students are required to participate in. An assessment vote and calendar is created each Spring for the upcoming year.

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.

There will be weekly opportunities for students receive extra supports for remediation and enrichment. Specifically, teachers will implement as grade levels, after school extended day sessions so that students can meet proficient academic levels. Courses such as Honors, Dual Credit and AP will be offered so that students can access advanced levels of academic content. Tutoring and academic interventions will be provided by community partners. We use services such as Math Lab, College and Career Coach for post secondary awareness.

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 Counselor, Dean of Students, Social worker, Case Manager, ELPT, College and Career Coach will collaborate to identify programs that provide access and avenues of opportunity. Youth Guidance will assist in character development through its weekly meetings with students. The Greater Food Depository provides meals to the school community monthly.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Infinity's ALSC and PAC will hold monthly meetings to communicate regarding parent involvement policy and school improvement plans. During these meetings, parents will be made knowledgeable of the NCLB, Title I, school strategic priorities and will have the opportunity to offer feedback for adjustments and improvements to the Parent Compact. The general public will also have access through published invitations to these meetings. While reviewing and progress monitoring the goals of the CIWP, parent feedback will be utilized in plans.

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

The Title I annual informational meeting will be held in October 2020. The annual PAC organizational meeting will be held in October 2020 to elect parent members, inform them of NCLB budget and Title 1 programs. Infinity will conduct additional parental involvement meetings monthly. These meetings will be announced in advance with a full agenda posted in the front lobby of the campus. Calls will be made to solicit parent involvement. A calendar of meeting dates will be made accessible during quarter 1. Parents will be encouraged to attend PAC informational, organizational meetings and provide feedback during designated time. Parents will be informed of our Title I program during orientation and open house both during the summer and in quarter 1. Class curricula will be shared & explained via syllabi and/or course descriptors along with grading criteria. Progress reports will be distributed every 5th week. Report cards will be distributed quarterly. Parent teacher conferences will be held during report card pick-up during quarters 1 and 3; grades will be sent home with students at the conclusion of quarters 2 and 4.

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.

Infinity will immediately respond to parent requests for decisions on the education of all learners. These will first be done in person whenever possible, and when not, via phone call and emails and letters. All school staff will initiate and be open to 2-way communication with parents and students to ensure a team approach is taken for student achievement.

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.

Parents will be given assessment performance data immediately after results are posted and shared by the state and district. Infinity's Guidance Counseling Department will share next steps for students pertaining to assessment results, course offerings and how to secure social emotional, attendance and academic resources for whole child improvement.

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 Administrative team will follow procedures outlined by the State of Illinois and CPS. Every effort will be made to hire "highly qualified" teachers. However, in the event that an employee is not, we will send official communication to the parents of affected students informing them of the teacher's credentials. Infinity will continue to search and secure highly qualified staff during this interim.

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.

Infinity will build parent capacity by having collaborative conversations around Common Core and REACH standards as well as familiarize them with state and district assessments including alternate assessments for diverse learners; parents will be offered training on how to use the parent portal to monitor student progress. Parents will also be made knowledgeable of the school's shift toward a balanced assessment system focused on standards based grading.

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.

Parents will be made aware of resources available to assist in their child's academic achievement during ALL points of contact: parent conferences, report card pick-ups, emails, phone calls, newsletters and via the school website. In our main office, parents can also find literature on academics, social emotional topics, community resources and events. We will readily provide parents with flyers, brochures and materials from our counseling department and community agencies that partner with Infinity.

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.

Teachers will use call logs, intervention and remediation plans to communicate learning targets and academic expectations for students. Staff will solicit student information through interest inventory surveys on learning styles in order to best educate children. Staff will regularly access SIM and emergency forms to contact parents and build relationships with families.

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

Increased efforts will be made to integrate parent activities and high school orientation meetings. Infinity will conduct school investigation days. Counselors will hold articulation meetings at elementary schools to encourage participation in Freshman Connection prior to entering high school. College and Career Coach will facilitate quarterly meetings to inform students and parents on post secondary options.

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.

Regular mailings will be sent home with information concerning parent programs, meetings and activities. Automated and live calls will be made to inform

parents of upcoming events. Written communication will be sent home in English and Spanish and will be posted on the Infinity Website. There is an available list of translators accessible in the main office. The Principal will employ flexible meeting times to accommodate parents whose schedules conflict with school hours.

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.)

The Mission of Infinity High School is to develop 21st century innovators by providing a safe, supportive and challenging learning community.

We will provide our teachers with high quality professional development designed to enhance teaching and improve student outcomes. Additional SEL training will be offered to address the social emotional needs of our students. Infinity promotes a familial atmosphere for all students while assisting them in establishing life-long goals

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 will be held during Report Card pick-up at the conclusion of Quarter 1 (November) and Quarter 3 (April). Parents will meet grade level teachers in designated classes on the first floor to discuss academic progress.

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

Every 5th week, parents and students will be provided with progress reports with grades and attendance for every class. Parents can log into the CPS Impact Website, after securing training, to monitor their child(s) academic progress using Parent Portal.

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

The school website will enable parents to communicate directly with the classroom teachers. Parents will have access to staff during two report card pick-up conference days, and by appointment during the school year. Teachers will be available for conferences during freshman orientation and open house. Teachers will use 2-way call logs and email to regularly build relationships with parents and update them on student progress as needed.

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.

All parents are encouraged to assume a role as active in their child's learning process and social-emotional development with a supportive presence and through volunteering. Infinity will provide opportunities for parents to shadow their child during the school day including assisting in the classrooms, monitoring cafeteria and hallways, serving as translators, chaperoning field trips, and assisting with student projects, athletic and special events.

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

Parents will regularly attend their child's IEP meetings, parent-teacher and goal setting conferences and they will monitor student progress via IMPACT Parent Portal. Parents will be involved in forums, ALSC meetings and complete surveys that will be used to guide general school improvement. Parents will support teachers and administration in monitoring successful completion of academic assignments done at and away from school. Parents will ensure that their child's attendance is consistent and aligned with the school-wide attendance goal.

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 regularly attend their child's IEP meetings, parent-teacher and goal setting conferences and they will monitor student progress via IMPACT Parent Portal. Parents will be invited to individual parent-student-teacher meetings if concerns arise. Parents will support teachers and administration in monitoring successful completion of academic assignments done at and away from school. Parents will see to it that their student attendance is aligned with the the Infinity's school-wide attendance goal.

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 regularly self-monitor their progress through the use of IMPACT Parent Portal and teacher check-ins. Infinity students will be accountable for their achievement. Their learning foundation will be embedded in exemplary attendance. Student academic success will come from being prepared for class with all required materials. Student success will be measured against high expectations.

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.

Parents and Guardians will attend Bi-monthly Cafe meetings. PAC, BAC and ALSC meetings will take place monthly so that parents are abreast strategies to achieve our school wide goals outlined in our mission and vision.

Goals: Provide training, support, workshops for parents of each grade level monthly. Primary goal is to facilitate strategies to improve student achievement:

Topics include: Parent Portal; college access and opportunity; FAFSA information; ELL/DL training and support; 9th grade transition; articulation meetings with elementary school parents; Immigration Issues; Health and Wellness topics; Meetings provided each month. Funding is provided to help facilitate these meetings and provide access and opportunity for our school's parents to attend and participate.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$500.00

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$916.00
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.	\$50.00
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 be used only by parents.	\$0.00