

Phoenix Military Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
12/03/2019	Sandra Tobias and Marquita Jones	Webinar: CIWP Launch: 2020-2022 Cycle @ Tue Dec 3, 2019 10:30am - 11:30am
01/14/2020	Mr. Galvin	N14- CIWP Walk Through Strategies- @ Roosevelt High School
01/27/2020	Mr. Galvin and Sandra Tobias	CIWP Training: Session 1 Make Up Monday, January 27?9:00 ? 11:00am
01/29/2020	PMA SLT Members	CIWP process, team, priorities and deadlines
02/06/2020	PMA ILT Meeting Computer Lab 722	CIWP Presentation- process, team, priorities and deadlines, Data Sources, and completion of Comprehensive SEF Survey in SurveyMonkey
02/07/2020	Mr. Galvin and Sandra Tobias	CIWP Session 2 Make Up @ Fri Feb 7, 2020 9am - 11am
02/13/2020	BOG/PAC Members	CIWP Presentation- process, team, priorities and deadlines; SEF Family Involvement SurveyMonkey completion and Exit Ticket regarding CIWP
03/03/2009	Sandra Tobias, Nzinga Johnson, and students Joeliesty Romero, Ivan Diaz, and Blanca Lucio	Student Voice/SEF and student Climate Survey creation and approval
03/04/2020	Charles Malek (Organizer), Ferdinand Wipachit, and Sandra Tobias	CIWP+SEL Preview for General Meeting/Pre-Observation Wednesday, March 4?2:00 ? 2:30pm
03/09/2020	All PMA Staff Members	CIWP Presentation- process, priorities, deadlines, Root Cause Analysis, and Completion of SurveyMonkey SEF Survey based upon Curriculum, Instruction, Assessment, and MTSS General Meeting (De-escalation PD/ CIWP) Monday, March 9?1:51 ? 2:45pm/Mrs. Tobias will facilitate the CIWP recap to the faculty.
03/11/2020	Students Joeliesty Romero, Ivan Diaz, and Blanca Lucio	Given PMA SurveyMonkey student data for, analysis, conclusions, input, and recommnetions
03/12/2020	CIWP TEAM Meeting with BOG/PAC members	CIWP Parent Plan review and update

Date	Participants	Topic
07/09/2020	BOG Organizational Meeting	Review CIWP
10/29/2020	MANDATORY Title I Meeting/ BOG Meeting (CPS Update)	CIWP Presentation

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

- 4 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** STL/ILT Agendas and Department/Grade Level meetings minutes with feedback as document in Google Docs and PMA Google Classroom. There is direct PMA administrative support of and representation at all Cycle of 4 meeting (Department, Grade Level, General Meeting, and specific focus areas as needed such as PSAT/SAT, STEM, and SEL. There is continuous and strong PMA administrative support for PMA's BHT, SEL, EL and DL teams. Time is allocated for BHT, SEL, EL, and DL meetings; technological resources are allocated for all students, and professional development lead by each of these teams is continuous.
- 4 - Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 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)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** The PMA SLT and ILT is in the process of establishing an internal walk-through schedule that will allow for teacher peer-to-peer observations and collaborations of best practices within the classroom that are enriching, engaging, challenge, foster success on behalf of students, are standards-based for CCSS, NGSS, SEL, WIDA, and are aligned with the College Board's "Skills Insight for the SAT Suite. The PMA Cycle of 4 ensures that all teachers are encouraged and given the opportunity to lead. Teachers have been trained in and conduct root cause analysis in the analysis and deep dives of student performance data from both the College Board and Academic Approach. The principal ensures to align school budget to the CIWP priorities and school vision/mission. PMA ensures that all teachers are highly qualified and understand the vision/mission of the school. The BOG has been involved in PMA's attainment of CPS EXEMPLARY SEL Status and is supportive of all SEL initiatives/improvements to PMA. The PMA Facilities Team meets on a weekly basis in order to ensure that PMA has a positive, student-centered environment.

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
 - 2 Curriculum is aligned to expectations of the standards
 - 4 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:** PMA provides students with a curriculum that is challenging and culturally relevant for students. An area of improvement would be to have the curriculum be more tailored to each student. Movement toward this end has taken place during SY 2019-2020 through PMA staff data analysis of students' PSAT/SAT subscores to align with individual student's skill set. PMA Teachers' curriculum maps demonstrate high expectations that are aligned to CCSS and

SAT Domains and Dimensions. PMA will begin to institute the alignment of student's subscores with College Board Skills Insight for SAT Suite. Teachers' curriculum maps and lesson plans evidence CCSS, NGSS, WIDA, Illinois SEL standards, and the College Board's Skills Insight for the SAT Suite. PMA has an UbD curriculum that provides teachers with the autonomy to utilize a broad range of texts and resources to challenge and meet the individual needs of students.

- 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
 - 4 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
 - 4 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:** Through a UbD curriculum, PMA teachers set high expectations for students. PMA Teachers ensure that their instruction is data-driven and is founded upon CCSS, NGSS, WIDA, SEL, and the College Board's "Skills Insight for the SAT Suite". However, student performance data on SAT, Academic Approach, and SQRP indicate that PMA students would benefit from greater opportunities of "practice and perseverance". In addition, having instruction that that foster student agency and ownership can be improved at PMA. PMA Teachers implement a myriad of instructional techniques that such as the Socratic method and Fishbowl. Furthermore, teachers provide students with continued feedback and reminders about class instruction, due dates, and assessment. CPS Dashboard Achievement data for Grades- students # of Ds & Fs indicates that PMA could benefit from the practice of teachers' concerted efforts to adjust instruction and engage all students to prevent student misunderstandings and to meet the varying needs of all students.
- 3 - Balanced Assessment and Grading
 - 4 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
 - 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
- 2 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Through the PMA Cycle of 4, both grade level and department level teams meet about, monitor, evaluate, discuss, and plan around formative/summative assessment in order to ensure the success of all PMA students. The teams use root cause analysis and PSPs in order to strategize and meet the individual needs of students. Given the increasing population of EL students at PMA, effective, school-wide practices are currently being implemented and will continue to be expanded upon in order to meet the needs of PMA EL students. The PMA EL Coordinator continually is given the opportunity to train the PMA staff regarding WIDA standards and strategies that not only help to properly serve PMA EL students, but all PMA students. Current two-year SQRP trend data indicate a need for the improvement of assessment literacy on behalf of PMA students to increase their having the skill set to meet and exceed on formative/summative assessments. Moreover, there is definitive opportunity for PMA teachers to continue to implement Illinois SEL standards and place greater emphasis upon SEL standards such "Apply decision-making skills to deal responsibly with daily academic and social situations I-J" for Tier 2-3 PMA students.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
 - 4 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)
- 4 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 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)
- 4 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)
- 4 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:** This year, the PMA BHT team has taken the lead with ensuring that Tier 2-3 SEL interventions are entered into ASPEN. It is evident from the PMA SEL referral system that PMA teachers are in fact use the SEL and restorative resources available to them to meet the needs of Tier 2-3 students; that is, working with the PMA Commandant and Dean, submitting referrals to the BHT Team, and working with on-site partner Communities in Schools (CIS). It is evident that there is a need

for teacher training in the management peace of entering enter interventions into ASPEN on a regular basis. There is also an opportunity for alignment with CBE best practices such that students are given every chance to demonstrate proficiency and competency in their academic skills. Thus, every student will be given the opportunity to learn in and achieve at a Tier I level of instruction.

- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 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:** PMA has a solid PSE Department that ensures that students experience smooth and quality secondary to post-secondary processes and transitions. Students in all grades participate in college visits and in year-round lessons during their JROTC classes, which ensures that they have continuous post-secondary education while in high school . The PSE Department hosts a college fair. It also hosts grade level specific parent breakfasts to communicate and collaborate with parents/guardians regarding the academic and post-secondary success of all PMA students. The PSE Department utilizes Naviance as the platform for both students and parents to become more familiar with possible colleges and careers as well as the process for application for post-secondary schools. The PSE Department also works with community partners such as iMentor, Chicago Scholars, CCC and colleges around the United States to ensure the success of all PMA students. Specifically, iMentor and the PMA PSE Department provide year-round instruction within the 11th and 12 grade JROTC classes to ensure that PMA students are on a successful transition and establish a solid CPS "Learn, Plan, Succeed" Plan. The PMA DL Department works to ensure that DL students have transition plans that empower them and prepare them for post-secondary success.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** The PMA staff makes a concerted effort to ensure that PMA has a respectful and supportive environment meeting the SEL needs of all PMA students. Students uphold the ?Cadet Creed? or classroom variations of the ?Cadet Creed? that establish the behavioral expectations for students to follow and monitor themselves. In addition, PMA students have numerous levels of SEL support such as the PSE Department, BHT, DL case manager and Team, EL Coordinator and Team, Communities in Schools, Dean of Students,

Commandant, Attendance Coordinator, SEL/MTSS Lead, Peer Health Exchange, and Mindful Practices. In terms of Tier III students demonstrating difficulty with school attendance, the PMA Attendance Clerk has established check in and check out supports for students with various PMA staff members.

- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** PMA is a Level 1+ JROTC Military Academy led by a cadre of cadets. PMA provides cadets with ample and robust opportunities to learn about the United States in terms of politics, voting and the electoral process, and community, local and global issues. Cadets are given the opportunity to collaborate with their fellow cadets to propose solutions to these issues and what they can do as active citizens within society. Through either Civics or AP Government classes, cadets are given the opportunity to investigate varied beliefs, manners by which they can exercise their voice and what they can do to positively impact their community. In preparation for 2020-2022 CIWP cycle and for CPS re-certification, Battalion Staff leaders met to discuss and agree upon a SEF/SEL based survey instrument to administer to all PMA students. Their goal is to regroup to provide all PMA stakeholders with feedback from PMA students representation both areas of improvement as well as challenges that evident and require further root cause analysis for improvement.
- 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:** PMA Security Team and staff ensure that at PMA, all students and adults feel physically, socially, intellectually, and emotionally safe. The PMA Security Teams meets on a weekly basis as a team and more frequently if needed. The PMA Commandant and Dean of Students have been trained, and they follow all CPS District guidelines in terms of proper procedures for reporting and responding to concerns about safety and well-being of students. In addition, all PMA staff have participated in professional development and training to ensure they understand CPS District policies regarding appropriate and proper behavior and interaction with students. PMA institutes proper protocols such as bell schedules, bells, and PA system to ensure safe and effective transitions for students throughout the school day. PMA teachers have been trained in trauma sensitivity to better understand PMA students and be able to meet their needs. Both PMA BHT and SEL teams meet on a regular basis to ensure a supportive

environment for all students. Given all of the efforts, there have been incidents at PMA that demonstrate an immediate need for greater awareness, sensitivity, and strategies to equip PMA students to positively address such topics as teen substance abuse and dating violence.

- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** The PMA Commandant and Dean of students afford students every opportunity to proactively resolve any issues that arise using a restorative process as opposed to a punitive one. Parents are involved in the solution process. PMA is a CPS EXEMPLARY school. PMA teachers have been trained in trauma sensitivity and in the Illinois SEL standards. The PMA BHT members have provided the PMA staff with training in order for them to be aware of exactly happens when a student is referred for Tier II and III SEL support. The Commandant and Dean of students implement both instructive responses and restorative conversations with students to help restore and resolve student conflict. They make concerted effort to ensure they employ a restorative discipline process that is supportive and provides for equity across all students.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 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:** PMA makes every effort to foster an environment that is welcoming to families, community members, and all visitors to PMA. PMA families and community members are invited to all PMA activities. There are monthly PAC/BOG meetings that provide parents and community members to formally ask questions, voice any concerns, and/or provide their input. In addition, they can visit, call or email PMA with a concern or issue that will be heard and addressed in a timely fashion. PMA Teachers make every effort to communicate with parents about how parents can be part of the process to ensure their child's academic success. PMA Teachers will consult with bilingual PMA staff if

necessary, to ensure that a language barrier does not deter families from partnering from the teacher. PMA Teachers communicate with families on a regular basis about the progress of students; this is in addition to the mailed progress reports and report card pickup days. PMA partners with Peer Health Exchange, Mindful Practices, iMentor, Junior Achievement, and Communities in Schools. Each of these organizations understands and supports the core values, vision, and mission of PMA.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math and English curriculum vertical alignment to "Skills Insight for the SAT Suite"
Root Cause 1	Curriculum is aligned primarily to CCSS
Area of Critical Need 2	Math and English instruction is data-driven based upon P/SAT subscore
Root Cause 2	Teacher buyin about and the level of teacher capacity with P/SAT subscore analysis
Area of Critical Need 3	Teachers logging in MTSS interventions in Aspen
Root Cause 3	Teacher buyin about and level of teacher capacity with logging in MTSS interventions into Aspen

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: College Readiness SAT The PMA 2019-2020 SQRP indicates that only 35.5% of the PMA students are "Meeting College Readiness Benchmarks".	Overall		40.00	45.00
Vision: College Readiness PSAT The PMA 2019-2020 SQRP indicates that only 55.3% of the PMA students are "Meeting College Readiness Benchmarks".	Overall		60.00	65.00
SQRP: SAT Annual Growth Percentile-Reading The PMA 2019-2020 SQRP indicates that PMA juniors from the class of 2020 ranked	Overall		25.00	30.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
in the 8th percentile, yielding a quality rating point of 1.				
SQRP: PSAT10 Annual Growth Percentile-Reading The PMA 2019-2020 SQRP indicates that PMA sophomores from the class of 2021 ranked in the 50th percentile, yielding a quality rating of 3 points.	Overall		55.00	60.00
SQRP: PSAT10 Annual Growth Percentile-Math The PMA 2019-2020 SQRP indicates that PMA sophomores from the class of 2021 ranked in the 12th percentile, yielding a quality rating of 2 points.	Overall		25.00	30.00

Required metrics (Highschool) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey PMA is classified as "Well Organized" based upon the data from the MVMS 5 Essentials Survey. PMA will continue to strive toward maintaining its Level 1+ ranking of excellence, ensuring the academic and post-secondary success of all PMA students by involving all PMA stakeholders.			4.10	4.20	4.30

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...	have teachers deliver Tier 1 instruction and balanced assessment and grading to all students based upon Competency Based Education (CBE) strategies that align with Illinois CBE competencies and performances indicators and provide the time for teacher learning, development, Departmental & Grade Level collaboration, incorporation, implementation and monitoring
Then we see...	that teachers will provide all students with quality CBE-based instruction
which leads to...	an increase the percent of 11 Grade students? ?SAT Annual Growth Percentile ? Reading? to > 8% and increase the percent of students? ?SAT Cohort Growth Percentile? to > 61% by SY 2021.
Budget Description	PMA will continue to work with and be a part of the CPS CBE Steering Committee. PMA will support and create professional learning opportunities to increase teacher buy-in and capacity.
Tags	Instruction, Balanced Assessment and Grading, CBE: Performance Based-Assessment, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> (Not started) Attend the "REL Midwest for the webinar Implementing Competency-Based Education Strategies: From Research to Practice" <p>Tags:CBE: Supports, Interventions, or Extensions</p>

Strategy 2

If we do...	have teachers deliver Tier 1 instruction to all students based upon Competency Based Education (CBE) strategies that align with Illinois CBE competencies and performances indicators and provide the time for teacher learning, development, Departmental & Grade Level collaboration, incorporation, implementation and monitoring
Then we see...	that teachers will provide all students with quality CBE-based instruction
which leads to...	an increase the percent of 10 Grade students? ?PSAT10 Annual Growth Percentile ? Reading? to > 50% plus ?PSAT10 Annual Growth Percentile -Math? to > 12% and increase the ?Percent of Student Meeting College Readiness Benchmarks? to > 49.5% by SY 2021.
Budget Description	PMA will continue to be on the CPS CBE Steering and will help foster greater teacher buy-in regarding the integration of CBE.
Tags	Curriculum, Instruction, Assessment: Balanced Assessment and Grading, CBE: Acceleration, CBE: Adaptive Pacing, CBE: Performance Based-Assessment, CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> (Not started) Attend the "REL Midwest on May 6 for a webinar titled Implementing Competency-Based Education Strategies: From Research to Practice"

	Tags:CBE: Supports, Interventions, or Extensions
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Strategy 3

If we do...	have teachers deliver Tier 1 instruction to all students based upon Competency Based Education (CBE) strategies that align with Illinois CBE competencies and performances indicators and provide the time for teacher learning, development, Departmental & Grade Level collaboration, incorporation, implementation and monitoring
Then we see...	teachers will provide all students with quality CBE-based instruction
which leads to...	increase the percent of 9th Grade students? ?PSAT9 Annual Growth Percentile to > 98% and increase the ?Percent of Student Meeting College Readiness Benchmarks? to > 49.5% by SY 2021.
Budget Description	PMA will continue to be part of the CPS CBE Steering Committee and foster teacher buy-in.
Tags	Curriculum, Instruction, Balanced Assessment and Grading, CBE: Acceleration, CBE: Performance Based-Assessment, CBE: Supports, Interventions, or Extensions
Action steps	<ul style="list-style-type: none"> (Not started) Attend the "REL Midwest on May 6 for a webinar titled Implementing Competency-Based Education Strategies: From Research to Practice" <p>Tags:CBE: Supports, Interventions, or Extensions</p>

Strategy 4

If we do...	deliver professional development to all Math, Science, Engineering, ECS, and APCS teachers on STEM curriculum, strategies and instructional practices within the classroom that align with AdvancED STEM Standards, and provide the time for teacher learning, development, Departmental and Cross-Departmental collaboration, incorporation, implementation, and monitoring
Then we see...	teachers will provide all students with quality STEM-based instruction
which leads to...	Increase the ?Percent of Student Meeting College Readiness Benchmarks? to > 49.5% and increase the STEM class students? ?College Enrollment Rate? to > 70.4% by SY 2022 and SY 2023.
Budget Description	Various PMA stakeholders including administration, teachers, parents, and students will have to participate in professional development and collaboration meetings to achieve AdvancED STEM Certification. Funding will be needed for this as well as for the payment of all fees associated with this certification including but not limited to site visits, conference materials and supplies, etc. Time will also be allocated for PMA to partner more formally with St. Laurence, ONLY and current AdvancED STEM Certified High School in Illinois. PMA

	aspires to be the second in Illinois and the first in Chicago Public Schools. PMA is also considering partnering with other AdvancED STEM Certified High Schools in the United States.
Tags	CBE: Acceleration, ECCE: Career and Technical Education, Science: Equitable Access, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: Mission Driven Leadership (SSS1), STE(A)M Schools: School Structures & Culture (SSS2), Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Conduct research regarding AdvancED STEM certification process for SY 2020-2021. <p>Tags:STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Mission Driven Leadership (SSS1), STE(A)M Schools: School Structures & Culture (SSS2)</p>

Strategy 5

If we do...	deliver professional development to all teachers on MTSS strategies that align with Illinois SEL Standards, and provide time for teacher learning, development, incorporation, implementation, and monitoring
Then we see...	teacher will provide all students with Tier 1 instruction
which leads to...	increase the ?Percent of Student Meeting College Readiness Benchmarks? to > 49.5% and increase the ?Hispanic Cohort Growth Percentile? (> 65%) and ?African-American Cohort Growth Percentile? (DNA) by SY 2021.
Budget Description	PMA will make a concerted effort to build greater teacher capacity regarding MTSS as it relates their instructional practices, pedagogy, and documentation within ASPEN. This includes ongoing professional development for teachers and monitoring by PMA Department and Grade Level Leads.
Tags	MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Develop Grade level and Department plan for MTSS progress monitoring plan <p>Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership</p>

Action Plan

Strategy 1

Attend the "REL Midwest for the webinar Implementing Competency-Based Education Strategies: From Research to Practice"

May 06, 2020 to May 06, 2020 - Sandra Tobias Marquita Jones

Strategy 2

Attend the "REL Midwest on May 6 for a webinar titled Implementing Competency-Based Education Strategies: From Research to Practice"

May 06, 2020 to May 06, 2020 - Sandra Tobias Marquita Jones

Strategy 3

Attend the "REL Midwest on May 6 for a webinar titled Implementing Competency-Based Education Strategies: From Research to Practice"

May 06, 2020 to May 06, 2020 - Sandra Tobias Marquita Jones

Strategy 4

Conduct research regarding AdvancED STEM certification process for SY 2020-2021.

Jun 22, 2020 to Aug 08, 2020 - STEM Team

Strategy 5

Develop Grade level and Department plan for MTSS progress monitoring plan

Aug 03, 2020 to Aug 26, 2020 - Grade Level Leads Department Level Leads

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.

A comprehensive needs assessment of the entire school that is based on the achievement relative to state content and achievement standards will be conducted on a recurring basis at every grade level. This will primarily be accomplished with the implementation of SAT testing, SBG with MTSS formative and summative assessments based in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), WIDA ELD Standards, and IL SEL Standards. At PMA, the Instructional Leadership Team (ILT) works closely with the Principal and the Administrative Team to improve and impact student achievement. As an essential component of the effort to continuously improve teaching and learning at PMA, the ILT collects relevant data and devises strategies to improve data-driven instruction and student achievement.

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

The Principal, Administration Team, ILT, PSE Department, teachers, and JROTC Department work together and through instruction, Academic Approach program partnership, and SES school-wide provide reform programs with opportunities for all students to meet proficient and advanced levels of academic achievement. Moreover, all of these school-wide collaborative efforts will generate informed and data-driven reform strategies.

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.

The principal has a pedagogical foundation gained at the Harvard Data Wise Analysis professional development program based upon scientifically-based research that expounds strengthening the core academic program through data analysis. The principal and the administrative team work closely with the PMA ILT to foster instructional leadership at PMA that promotes quality of learning and student engagement within instruction. At PMA, teachers are expected to provide students with Tier I instruction that incorporates CCSS, NGSS, WIDA Standards, and IL SEL Standards. The PMA BHT, MTSS Team, EL Department, and EL Team ensure to provide Tier II and Tier III interventions to students needing extra support to return to Tier I instruction. Currently, PMA is an ISP school that has attained Cognia Accreditation until 2024, is a member of the CPS CBE Steering Committee, is implementing CBE SEL initiatives at all grade levels, is participating in the CPS CBE Pilot Program having a 9th grade group of students in English I and II, is a CPS SEL Exemplary School, and seeks to attain Cognia STEM Certification during the course of the 2020-2022 PMA CIWP. The principal believes in life-long learning where students enjoy learning, and students are empowered to compete. Therefore, access is step one for him, such that he has successfully established an AP culture at PMA; > 60% of PMA students are enrolled in AP classes. In addition, the principal believes in a holistic approach for students in order to address their adolescent stage of development. This entails ongoing professional development for teachers regarding the integration of IL SEL standards within instruction. The principal works closely with the PMA administrative team, ILT and staff to ensure that school-wide reform strategies are successful and meet the needs of historically under-served populations.

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

The Principal will ensure the following is in place at PMA: an ILT, Data Team, JROTC collaboration and support, partnership with Academic Approach, initiatives directly related to diverse learners, differentiated learning in AP, support for English Learners, college assessment prep, MTSS in general education, school-wide study hall program, and SES school-wide reform programs. The primary goal of these programs is to address the needs of all students and particularly those students who are low achieving or at risk of not meeting the State of Illinois academic achievement standards. Several school-wide reform strategies that address the needs of all students at PMA are: (1) "Cycle of 4" (2) Post-Secondary Department (PSE)/Counseling Office, (3) College & Career curriculum integration, (4) Personal finance education through the partnership with "Junior Achievement" and the JROTC LET IV level & curriculum, (5) innovative and inclusive teaching methods through professional development, (6) differentiated instruction, (7) classroom teaching methodologies, (8) MTSS- specific individual academic interventions, (9) continued use and implementation of Naviance with the PSE Department guidance.

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

All teachers at PMA are highly qualified. The Principal consistently establishes an instructional environment that is conducive to teacher instruction and student learning. Thus, teacher turnover and absenteeism are extremely low.

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.

PMA teachers participate in CPS District professional development in order to ensure students will be successful in meeting Illinois State Standards. In addition, the principal and staff participate in professional development to ensure the establishment of an environment conducive to learning, such as, ASPEN, budget, security, assessment, student health and well-being, and REACH teacher evaluation. The principal repeatedly encourages teachers to participate in professional development during the summer break sessions that will further empower teachers for the upcoming school year, particularly in the area of STEM and CBE within instruction.

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

PMA has an active and elected Board of Governors (BOG) and Parent Advisory Council (PAC). The Principal has a great relationship with both and encourages all efforts to increase parent involvement at PMA and in the CIWP. In addition, the PMA PSE Department, Grade Level Teams, Department Level Teams, Case Manager, EL Coordinator, Librarian, JROTC, the Attendance coordinator, the Supply Custodian, the Diverse Learner Department, and the Administrative Team work tirelessly to inform, involve, and give parents strategies to help their children be more successful in school.

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

NOT APPLICABLE TO PMA

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.

PMA has a fully functioning ILT with members of all grade levels and departments. The ILT works with Administration and Department Chairs to determine procedures and data necessary for teachers to know and to be able to improve achievement of individual students and the overall instructional program. As a

result, the input of all teachers is taken into consideration with respect to the overall instructional program at PMA. Using the data-driven analysis from the ILT, teachers are informed on the results of academic assessments in a timely manner in order to adjust the direction of instruction when necessary. In addition, PMA has SBG with MTSS which includes teacher formative and summative assessments.

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 PMA, students that may experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective and timely assistance through both MTSS Tier I interventions and strategies within the classroom and MTSS Tier II-III from members of the MTSS Team. Several activities that ensure students support for academic achievement are: (1) daily tutoring available to all cadets immediately after school 4 days per week, (2) mandatory homework labs after school by grade level in individual classrooms, computer labs, & library throughout the week, (3) progress report checks every 5 weeks and immediate MTSS remediation plans for students that are unable to succeed in the course of regular instructional delivery, (4) formative assessments in Language Arts, Math, and Science for early identification of individual instructional weaknesses, (5) daily bell ringers used as indicators of current concept comprehension, and (6) a cadre of dedicated faculty willing to meet with the students at times convenient to students in order to ensure proficiency in all subject matters.

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.

PMA coordinates and integrates all available federal, state, and local services and programs into the educational environment; vocational, nutrition, and violence prevention programs are integrated through the JROTC Department, BHT (Behavioral Health Team), and CIS (Communities in Schools). Supplementary Educational Services (SES) for additional academic assistance is coordinated in an after-school setting. Violence Prevention programs have been integrated into PMA through the CPD. Career, job training, and future planning are addressed in the PMA PSE Department through curriculum integration. Technical/Computer Awareness is incorporated into the core curriculum at PMA.

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.

Phoenix Military Academy (PMA) will implement a variety of methods to involve parents in the development, 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. The school will continue to work with the Board of Governors (BOG) to communicate, increase the involvement of, and collaborate with PMA parents in order to ensure greater achievement of students. Several of the methods of opportunities for parent and family engagement are: monthly BOG and Parent Advisory Council (PAC) meetings; Diverse Learner Department meetings; Bilingual Advisory Committee (BAC) Meetings; Post-Secondary Education (PSE) Team Parent Breakfasts; JROTC events, such as the Cresting Ceremony and semester award ceremony; PMA Website; chaperoning school activities/field trips; off-site meetings/training; the receipt of bilingual correspondence through Robocalls, including calls, email, and text messages; Parent Portal training and communication; and required parent meetings.

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

PMA administration and staff will work together with the BOG and PAC to provide parents with the schedule of dates that includes an annual meeting that is scheduled at a time convenient for parents to inform them of the school's participation in ESSA, Title I programs; the announcement is made at the various parent breakfasts. At this meeting, parents will be informed of the Title I requirements and of their right to be involved in the Title I programs. PMA will also host additional parental involvement meetings, including BOG and PAC meetings, at different times. PMA will invite and encourage all parents of children participating in ESSA, Title I program(s) to attend these meetings. Parents will be informed about the annual meeting through bilingual correspondence that includes hard copy, Robocall, including calls, email, and text messages, to them. The date and time of meetings (usually the third Thursday of the month) will be posted around the school in open areas readily visible to all. Parents will be informed of their child's progress and grade reports at a minimum, every five weeks. All scheduled meetings will be prominently posted at the PMA Website. The projected date of the PMA Title I Annual Meeting and Title I PAC Organizational Meeting is Thursday, September 17, 2020.

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

At the request of any parent, PMA will provide opportunities for regular meetings, including PAC. PMA welcomes parental involvement and collaboration, suggestions, participation, and decisions about the education of all PMA students. PMA is committed to increase parental involvement through the allocation

of funding of parental meetings in the CIWP budget. In addition, PMA provides immediate and unconditional support to the PAC and their effort to contact parents and increase parental involvement and collaboration.

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.

PMA will provide parents a report of their child's performance on the State assessment in at least math, language arts, and reading. Moreover, PMA provides assessment data reports to parents regarding the performance of their children in all areas tested as per district guidelines. The PSE Team, in conjunction with all teachers, allocates an extended period of time to share and explain the data from the assessments to the students. During the same time frame, the assessment data is shared with parents at grade level ?Parent Breakfast? Meetings. The PSE Team makes every effort to contact parents that do not attend a ?Parent Breakfast? Meeting, scheduling a time that is convenient for an individual session with them.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

PMA has 100% highly qualified faculty in all teaching positions. The State of Illinois notifies parents of teachers in positions in which they are not highly qualified. Because of the status of teacher qualifications, no parental notice is necessary at this time. Parents can meet personally with teachers to inquire about an individual teacher's qualifications.

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.

PMA assists parents of participating Title I children in understanding: the Illinois state's academic content and student academic achievement standards; the state, District, Network, and PMA academic achievement standards; all assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with PMA teachers. This includes the following ways: PSE Team analysis, interpretation, and guidance based upon assessment results at the various parent breakfasts using the College Match activity (GPA and SAT score match to specific colleges) ; parent access to Parent Portal to monitor student progress and as a means of dialog and collaboration with PMA teachers; PMA Website link to the Illinois State Board of Education to facilitate parent?s research of state academic assessment, content, and achievement standards; access the PMA Illinois Report Card; and PSE lead parent meetings scheduled at least annually to inform parents of Illinois state academic assessment, content and achievement standards.

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.

PMA provides information, resources, materials, and training to parents to assist them in working with their children to improve their academic achievement. PMA also allocates CIWP as budgeted to support the PAC and increase parental involvement and collaboration. PMA together with the BOG will offer training and resources regarding the more effective use of both the Aspen Parent and Student Portals to

facilitate parental involvement in their child's academic achievement. In addition, parents will have the opportunity to attend the annual regional conference (Title I Midwest Conference).

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.

PMA Teachers participate in continuous professional development during PMA's Cycle of 4 meetings (Mondays at from 1:51 through 2:41 PM). At these meetings, teachers are trained in and collaborate about the value and utility of the contributions of parents and their ability to communicate and work with parents as equal partners in the education of their children. PMA also provides teachers with opportunities to coordinate parent programs and build ties with parents. The PMA administration encourages teachers to increase parental involvement and collaboration in all Multi-Tiered Systems of Support (MTSS) and Social and Emotional Learning (SEL) interventions. In addition, PMA, through the leadership of the PSE Team, hosts bilingual workshops such as the 9th Grade Parent Workshop, "Surviving PMA Freshmen Year". At this event, all 9th grade teachers participate in an orientation for the parents of all incoming 9th graders and stresses the importance of parental contributions in the education of their children. The 9th grade PMA teachers and staff participate in the annual parent "9th Grade Meet-and-Greet" night where parents have access to PMA office staff to address specific questions. Parents then follow their child's schedule during this evening, and they have the opportunity to meet and ask questions of their child's teacher. The PSE Team have also instituted mandatory bilingual parent breakfast meetings at all grade levels based upon the specific needs of students in that particular grade level. Parents also have the opportunities to become active participants at PMA by attending along with teachers; events such as homecoming, NHS ceremony, cresting ceremony, honor roll assemblies, sporting events, high school investigation day, report card pickup, FAFSA completion one-on-one, senior events, BOG, and PAC. Demonstrating both a welcoming, supportive, and nurturing environment, PMA will ensure to invite parents to all events by mail, ROBO calls (call, email, and text), and at the PMA Website.

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.

n/a

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.

PMA ensures that the information related to the school and parent programs, meetings, and other activities is sent to parents in multilingual, understandable and uniform formats, including language. Methods of informational dissemination include Parent Portal, the PMA Website, Robocalls (calls, email, and text messages). Hard copies of progress, grade reports, meetings, and activities are mailed to parents.

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.)

PMA will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State's student academic achievement standards with the implementation of Standards Based Grading aligned with MTSS, SEL, and WIDA. PMA mission seeks to develop young people to become citizens of leadership with extraordinary character and a clear vision for success in post-secondary education at major universities, colleges, and top service academies.

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.

PMA will hold parent-teacher conferences in accordance with the CPS District Calendar. During the 2020-2021 school year, there will be two parent-teacher conferences. The first parent-teacher conference will be held in the fall on Thursday, November 19, 2019, and the second parent-teacher conference will be held in the spring on Thursday, April 22, 2021. Parents will be informed in advance of the parent-teacher conferences scheduled during the 2020-2021 school year by mail, Robocalls (calls, email, and text messages), and at the PMA Website.

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

PMA will provide parents with reports on their child's progress over the course of the 40-week school year. Progress reports will be sent every 5 weeks, and grade reports will be sent every 10 weeks. Given the availability of CPS Parent Portal, parents can access their children's progress on a daily basis. PMA staff and teachers will work with parents to coordinate more frequent progress reports based upon the specific need of an individual student to implement MTSS interventions regarding academic, SEL support, attendance, and/or behavioral plans/contracts to help ensure the successful progress of a student.

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

PMA will provide parents with access to teachers and staff on a continuous basis: by email, telephone, and appointment; at "Meet-and Greet" night, yearly grade-level parent breakfast meetings; and on report card pick-up days. In addition, PMA teachers and staff will readily schedule individual consultations with parents during a mutually available and agreed upon time.

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.

PMA welcomes parental involvement at any time. Parents are encouraged to volunteer as field trip chaperones and participate in all school functions. Parental involvement in the class instruction of their children is encouraged in the form of parent shadow observations, if necessary, or an occasional classroom visit, when a parent requests it.

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

PMA parents will assist in their children's learning by continually accessing their children's current progress, grades, homework, and attendance from the CPS Parent Portal. Parents can also visit PMA at any time for guidance in understanding and assisting the learning of their children. PMA teachers and staff will work with parents to help parents support their children's learning at PMA and transition to post-secondary college or career options.

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

All PMA parents will be invited and encouraged to become members of the BOG and PAC. Parents are thus able to participate on a monthly basis in the decision-making process relating to the education of their children; school-wide decisions are discussed, determined, and finalized at BOG and PAC meetings. Parents are also welcomed and encouraged to set up a meeting with any teacher or staff member regarding any and all decisions related to the education of their children during a mutually agreed upon time.

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).

PMA is a cadet, student-lead, selective enrollment military academy. Cadets share in the responsibility and assurance of improved student academic achievement. PMA will reward achievement through academic incentives and JROTC. PMA will recognize and award students for growth, improvement, and attainment; that is, excellence in attendance, good conduct, competition, and service. The JROTC program incorporates the study and organizational skills necessary for student responsibility, ownership, and self-advocacy resulting in improved academic achievement. MTSS and SEL systems will be offered to students through the following initiatives: access to Chromebooks in JROTC IV room 337 five days a week before school; library services with access to computers and printer available during and after school for five days a week; individual teacher study halls scheduled one day a week by grade level and subject area; SES program, MTSS room, and individual assistance upon student request. Students will be encouraged to participate in various enrichment programs that will result in students' shared responsibility and improved academic achievement.

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.

One of the primary goals of the PMA administration, teachers, and staff is to promote and champion parental involvement that will lead to increased student achievement during the 2020-2021 school year. PMA will therefore support the BOG and PAC in their efforts to work with all PMA parents and determine goals, establish a timeline of activities, such as monthly BOG and PAC meetings; Diverse Learner Department meetings; BAC meetings; PSE meetings; JROTC events, such as the Cresting Ceremony and semester award ceremony; chaperoning school activities/field trips; and off-site meetings/training. In addition, the BOG and PAC will be given school support to determine the training topics that will increase parent involvement and assist all parents with increasing student academic achievement. Parents will attend the annual regional conference (Title I Midwest Conference).

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.	\$3055.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$763.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
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	\$0.00

	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.	
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00