Southside Occupational Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/04/2020	CIWP Team	Orientation, SEF

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 4 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)

- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 4 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 4 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 4 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners

- o 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
- o 3 Improve and promote assessment literacy
- o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 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)

- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 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)
- o **Evidence**:
- 4 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Student Voice, Engagement, and Civic Life

- o 4 Study politics
- o 4 Become informed voters and participants in the electoral process
- o 4 Engage in discussions about current and controversial issues
- o 4 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 3 Authentically interact with community and civic leaders
- o 4 Engage with their community
- o 3 Take informed action where they work together to propose and advocate for solutions
- o 4 Experience a schoolwide civics culture
- o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**:

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	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
3	Quality and Character of School Life: Relational Trust	4
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	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: Physical and Emotional Safety	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.

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: Attendance Rate Our Latina sub-group has the lowest percentage rate.	Overall		90.00	91.00
	Latina (Female)		88.00	89.00
SQRP: 1 Year Dropout Rate Our African American Female sub-group has the highest one year dropout rate.	Students with IEPs		3.00	1.00
	African American Female		3.00	1.00
Vision: Early College & Career Credential We did not identify a sub-group because this data point is new for 2019-20 SY and we are unable to identify any groups to target.	Overall		50.00	75.00
	Students with IEPs		50.00	75.00
(Blank)				
(Blank)				

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Due to our student profile we have just started administering the MSMV survey.				51.00	60.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
DRS Certifications A portion of our students qualify for certification by the Department of Rehabilitative Services. We screen the students and then work with the parents to complete application packets to DRS.	41.00	20.00		50.00	50.00
PUNS Registration This is a state-level database that provides funding for individuals with disabilities.	35.00	40.00		50.00	60.00
Students who are Travel Trained This service is provided as needed by ODLSS. It is an important skill for students transitioning to post-secondary experiences.	14.00	6.00		15.00	20.00
Students who complete RTA Benefit Access application This service allows students to ride any public transportation service for free.	58.00	51.00		60.00	60.00
OSHA Certifications This certification will support students obtaining internship experiences and competitive employment.	43.00	70.00		75.00	80.00

Strategies

Strategy 1

If we do...	engage all school staff to further develop school systems to acknowledge contributions, address challenges, provide support and share information
Then we see...	a school community focused on a common vision with collective responsibility for continuous school improvement
which leads to...	a positive, collaborative, and productive work environment where staff feel valued and encouraged to pursue shared-leadership roles
Budget Description	After-school buckets will be created to provide funding for school staff to meet within school teams. School funds will be allocated to team-building professional development activities and materials.
Tags	Teacher Leader Development & Innovation: Distributed Leadership

Action steps	(Not started) Create and implement a process for all staff to meet individually with school administration to participate in an annual goal setting meeting. Staff will share thoughts about professional needs and interests, ideas for school improvement, ideas for staff acknowledgement and indicate personal commitments on working together to implement a shared vision. Tags: (Not started) Develop an implementation plan for providing opportunities to engage staff in positively contributing to the school environment, servicing the school through participation on teams and committees and other shared leadership roles, working collaboratively to solve problems and discuss issues, and acknowledging staff contributions. Tags: (Not started) Execute the implementation plan, which will provide written descriptions of opportunities for all staff to be involved and serve as models for positively contributing to a shared vision. Tags:

Strategy 2

If we do…	provide professional development and ongoing training for teachers on how to best utilize our grading platform,
Then we see…	improvement in data collection and interpretation to better inform and support effective teaching practices,
which leads to…	deeper student understanding and improved instructional planning and progress monitoring across multiple settings.
Budget Description	Great Schools Partnership Professional Development and support for ILT Chairs.
Tags	Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	(Not started) Provide professional development opportunities for our progress monitoring platform. Tags: (Not started) Provide ongoing training for our progress monitoring platform. Tags:

	• (Not started) Department Chairs will meet with department members to analyze and interpret data from our progress monitoring platform. Tags: • (Not started) Using quarterly summative assessments we will track student performance in identified skill areas across courses Tags:

Strategy 3

If we do...	develop a universal tiered referral process for behaviors and researched-based interventions that are aligned to SEL standards and restorative practices and plan for tracking and following up interventions
Then we see...	teachers can utilize targeted interventions with various strategies and supports to promote positive school behaviors and social and emotional growth of students
which leads to...	increased positive school climate and a decrease in the number of documented behavior incidents measured by write-ups (Loggers, safety plans)
Budget Description	
Tags	MTSS: Fidelity of Implementation
Action steps	• (Not started) Create clear tiers of behaviors and aligned interventions. Tags: • (Not started) Develop a referral process to address tier 1, 2, and 3 and identify supports for each level. Tags: • (Not started) Utilize electronic documentation and progress monitor and analyze student response to intervention Tags: • (Not started) Create a system to ensure all staff has the means to document student behaviors aligned to our electronic system. Tags: • (Not started) Train staff on MTSS tier system/protocol

	Tags:
	• (Not started) Create a feedback system for MTSS interventions and training
	Tags:

Strategy 4

If we do...	Develop a system of support to foster a trusting environment of equity, consistent expectations, professional standards and self/peer accountability
Then we see...	A positive work environment
which leads to...	All staff collaborating on behalf of the students.
Budget Description	
Tags	Relational Trust
Action steps	• (Not started) Provide team-building activities to all staff both on and off-campus in the areas of trust, communication, problem-solving, collaboration and breaking down barriers. Tags: • (Not started) Create and implement a structure for administration, teachers, and secas to engage in small group face to face check-ins to discuss classroom curriculum, student celebrations, and questions/concerns once per quarter. Tags: • (Not started) Engage in an ongoing process of reviewing text, media, video, etc. related to trust, building positive relationships and conflict resolution Tags: • (Not started) Create a schedule to have quarterly staff Celebration Circles to build community and trust. Tags:

Action Plan

Strategy 1

Create and implement a process for all staff to meet individually with school administration to participate in an annual goal setting meeting. Staff will share thoughts about professional needs and interests, ideas for school improvement, ideas for staff acknowledgement and indicate personal commitments on working together to implement a shared vision.

Jul 01, 2020 to Jan 31, 2021 - Administration, Culture & Climate

Develop an implementation plan for providing opportunities to engage staff in positively contributing to the school environment, servicing the school through participation on teams and committees and other shared leadership roles, working collaboratively to solve problems and discuss issues, and acknowledging staff contributions.

Oct 30, 2020 to Jun 30, 2021 - ILT, Administration

Execute the implementation plan, which will provide written descriptions of opportunities for all staff to be involved and serve as models for positively contributing to a shared vision.

Jul 01, 2021 to Oct 31, 2021 - ILT, Administration

Strategy 2

Provide professional development opportunities for our progress monitoring platform.

Jul 01, 2020 to Sep 01, 2021 - ILT, Administration

Provide ongoing training for our progress monitoring platform.

Jun 30, 2021 to Jun 30, 2021 - ILT, Administration, ISL

Department Chairs will meet with department members to analyze and interpret data from our progress monitoring platform.

Nov 01, 2020 to Jul 01, 2021 - ILT, Department Teams

Using quarterly summative assessments we will track student performance in identified skill areas across courses

Sep 01, 2021 to Jun 30, 2022 - ILT, Administration, Department teams

Strategy 3

Create clear tiers of behaviors and aligned interventions.

Jul 01, 2020 to Jan 31, 2021 - Culture and Climate, Counselors, Restorative Practice Leads, Administration

Develop a referral process to address tier 1, 2, and 3 and identify supports for each level.

Oct 31, 2020 to Apr 30, 2021 - Culture and Climate, Counselors, Restorative Practice Leads, Administration

Utilize electronic documentation and progress monitor and analyze student response to intervention

Jan 31, 2021 to Oct 31, 2021 - Culture and Climate, Counselors, Restorative Practice Leads, Administration

Create a system to ensure all staff has the means to document student behaviors aligned to our electronic system.

Sep 01, 2021 to Jun 30, 2022 - Culture and Climate, Counselors, Restorative Practice Leads, Administration

Train staff on MTSS tier system/protocol

Jul 01, 2021 to Sep 30, 2021 - Culture and Climate, Counselors, Restorative Practice Leads, Administration

Create a feedback system for MTSS interventions and training

Sep 30, 2021 to Jun 30, 2022 - Culture and Climate, Counselors, Restorative Practice Leads, Administration

Strategy 4

Provide team-building activities to all staff both on and off-campus in the areas of trust, communication, problem-solving, collaboration and breaking down barriers.

Jul 01, 2020 to Jun 30, 2022 - Culture and Climate, Restorative Practice Leads, Administration

Create and implement a structure for administration, teachers, and secas to engage in small group face to face check-ins to discuss classroom curriculum, student celebrations, and questions/concerns once per quarter.

Jul 01, 2020 to Jun 30, 2022 - Culture and Climate, Counselors, Restorative Practice Leads, Administration

Engage in an ongoing process of reviewing text, media, video, etc. related to trust, building positive relationships and conflict resolution

Jul 01, 2020 to Jun 30, 2022 - Culture and Climate, Counselors, Restorative Practice Leads

Create a schedule to have quarterly staff Celebration Circles to build community and trust.

Jul 01, 2020 to Sep 30, 2020 - Culture and Climate, Counselors, Restorative Practice 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.

This is conducted on an ongoing basis with the assistance of parents, staff and students.

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

Teachers are engaged through various committees focused on school improvement. Student achievement data is analyzed on an ongoing basis to determine additional programming, materials, and/or instructional efforts that are needed.

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 entire school staff is focused on differentiating instruction to meet the individual needs of each student. School committees are centered on developing new instructional strategies as needed.

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).

Students are provided with restorative conversations, differentiated instruction, and numerous social outlets to develop all skills necessary for transitioning into adulthood.

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

Existing staff are encouraged to recommend qualified personnel. Administration also works with local universities to recruit highly qualified staff.

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.

The Instructional Leadership Team collaborates with school administration to determine the need and identify providers for meaningful professional development centered on school improvement and student achievement.

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

Numerous opportunities are provided for parents to attend monthly meetings. Parents are also encouraged to attended resource fairs and participate in tours of adult service agency facilities.

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

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.

The Instructional Leadership Team reviews the school?s assessment plan on an ongoing basis and provides recommendation to best meet each student?s needs.

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.

Teachers work within departments to discuss student performance data and to provide suggestions on overcoming achievement issues and developing strategies for differentiation.

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.

The counseling team in concert with school administration and the casemanagers works with all applicable agencies to meet each student?s personal and family needs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

No Child Left Behind (NCLB), 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 NCLB 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.

In a schoolwide program all students are Title I students. Therefore, all appropriate parent involvement activities can be funded by Title I. Targeted
assistance schools can only use Title I funds to support parent involvement activities for the parents of students selected (targeted) for Title I assistance.
*Fundable parent involvement activities are those that "improve student academic achievement and school performance".

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 meeting will be held in September of 2020 and 2021. The Title I Organizational Meeting will be held in October of 2020 and 2021. The goal
of the meetings is to bring parents together to determine areas of focus for the 2018-19 and 2019-20 school years. Parents will be provided with a schedule
of meeting times that the Parent Advisory Council (PAC) will gather to discuss, review, and revise the parental involvement plan and policy.

Parent Advisory Council (PAC) will survey the parents to determine a convenient time to meet. After

determining the time, the PAC will present parents with a
schedule of future meetings. The purpose of the annual meeting will be to discuss, review and revise the parental involvement plan and policy. Topics will
include post-secondary outcomes, NCLB, Title 1 programs in addition to how the parents will be involved in the educational process.

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.

The school will respond to parent request(s) for meetings by scheduling the meeting with necessary personnel as soon as possible. These meetings will be
held during an agreed upon time for parents. The principal will be informed of these meetings.

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 receive a copy of their child's performance on the State assessment as soon as the information is made available to the school.

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 school will send home notices to parents of students who are not being taught by a highly qualified teacher after four consecutive weeks.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be provided information about Title 1 at the annual meeting. At this meeting school personnel will explain the curriculum, both state and local
achievement standards/assessments, the academic tools used to measure student's progress and proficiency levels students are expected to meet. The
presentation will be followed by a question and answer session.

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.

The school will provide information and resources to parents as the information is made available to the school. The information can be made available
through mailings, PAC meetings, LSC meetings and general parent meetings and workshops.

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.

Time will be allocated during Staff Development Days to educate all staff to the value and utility of contributions by parents and how to reach out to,
communicate and work with parents as dual partners in the education of their children, and how to implement and coordinate parent programs and build ties
with parents.

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.

The school will provide information and resources to parents to encourage and support parents in more fully participating in their children's education. The
information can be made available through mailings, PAC meeting, LSC meetings, and general parent meetings and workshops.

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

All information that parents receive will be approved by the principal and translated to the first language(s) of our students.

Policy Implementation Activities

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

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

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

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

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.)

Our mission at Southside Occupational Academy is to foster a safe and supportive environment for all students to participate in an individualized transition
education, capitalizing on students? interests and strengths while preparing them to become contributing members of their community.The vision of Southside
Occupational Academy is to provide an individualized program that prepares students to transition into: post-secondary education/training, competitive and
supportive employment and independent living. We envision that in a school environment that promotes mutual respect and individuality for all stakeholder,
the students of Southside Occupational Academy will be provided access to functional skills to enable them, to become productive citizens in the community
and broader society.

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.

Orientation - August 2020 & 2021
June-July Open House - June and July 2020 & 2021
September Open House - 2020 & 2021
November Report Card Pick Up - 2020 & 2021
April Report Card Pick Up - 2020 & 2021
Individual Education Plan (IEP) meetings throughout the year

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

5th week of school _____ Progress Reports
15th week of school _____ Progress Reports
25th week of school _____ Progress Reports
35th week of school _____ Progress Reports
10th,20th,30th,40th weeks of school _____ Report Cards

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

Staff is available to meet with parents before and after school and all day during report card pick-up. Staff is also available as necessary and by
appointment during the school day.

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.

Southside has an open door policy where parents are welcome to meet with administration and/or teacher(s) upon request

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

Staff will communicate with parents about their child's progress, attendance and homework completion as well as work plans with parents to address these concerns.	

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 participate in decision related to the education of their children at the IEP meetings and the Parent Advisory Council (PAC) meetings.	

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 assure academic achievement through good attendance, positive attitude, class preparation, staff/parent encouragement, and their IEP.	

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 of students at Southside Occupational Academy want to fully comprehend the needs of their children, the accommodations and modifications needed for their children to be successful, the opportunities for their children after graduation, and the local-State-Federal programs that their children may benefit from as adults.

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.	$1543.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
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 Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00