

John H Vanderpoel Elementary Magnet School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/31/2020	Full VHA Staff	SEF Self Assessment
02/04/2020	Local School Council	SEF Self Assessment
02/10/2020	SY20-22 VHA CIWP Initial Team Meeting	SEF Self Assessment and Priorities
03/03/2020	VHA Parent, Community & Teacher CIWP Meeting	SEF Self Assessment and Evidence Collection
03/19/2020	CIWP Team Meeting	Priorities
03/26/2020	CIWP Team Meeting	Priorities

Date	Participants	Topic
04/13/2020	CIWP Staff Meeting	Root Cause Analysis; Evidence Statements
04/15/2020	CIWP Staff Meeting	Theory of Action; Action Items; Strategies
04/22/2020	CIWP Team Meeting	Theory of Action; Strategies; Action Items
05/08/2020	PAC & LSC MEETING	Fund Compliance and Parent and Family Plan
05/05/2020	LSC Regular Meeting	SY20-22 CIWP Overview
05/08/2020	VHA Staff & CIWP TEAM	CIWP Action Item Completion
05/12/2020	VHA CIWP Team	SY20-22 CIWP final review
05/13/2020	LSC Special Call Meeting	SY20-22 CIWP & Budget Approval

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**

- 3 - Structure for Continuous Improvement
 - 4 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
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading

- 2 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
- 2 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
- 1 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
- 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 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
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 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)
 - 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)
 - 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)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 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)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 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)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 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:**

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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 1 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	5
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Relational Trust	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	Instruction
Root Cause 1	This is an area of critical need due to the staff's inability to plan and assign task that are cognitively challenging for individual students.
Area of Critical Need 2	Supportive and Equitable Approaches to Discipline
Root Cause 2	This is an area of critical need because there is a lack of effective training on discipline approaches as it relates to VHA's ROAR school-wide discipline system.
Area of Critical Need 3	Family and Community Engagement
Root Cause 3	This is an area of critical need because teachers and families don't view each other as partners in educating the students.
Area of Critical Need 4	Structures for continuous improvement
Root Cause 4	

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
<p>Vision: NWEA Attainment G2 (Math)</p> <p>For the past 3 years, our 2nd grade student data has fallen short of our projections. We also believe that achieving attainment at 2nd grade improves students overall college and career readiness outcomes.</p>	Overall		50.00	60.00
	African American		40.00	50.00
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>For the past 3 years, our grades 3-8 student data has fallen short of our projections. We believe that achieving attainment improves students overall college and career readiness outcomes.</p>	Overall		60.00	65.00
	African American		60.00	65.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>We have experienced growth over time in our students Reading achievement. We want to continue making improvement in our instructional practices, see growth in other content areas as a result in increased reading achievement, and improve our students overall college and career readiness.</p>	Overall		70.00	75.00
	Students with IEPs		70.00	75.00
<p>Vision: Attendance Rate</p> <p>We continue to see a significant gap in the attendance for our students with IEP vs. our overall.</p>	Overall		95.00	96.00
	Students with IEPs		95.00	96.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey We expect to continue to receive the full 5 points for Well Organized for improvement. We will continue to improve the area of effective leadership; especially teacher influence.</p>				5.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we provide professional development for teachers and stakeholders surrounding establishing positive relationships with parents and families
Then we see...	Then we see an increase in parent participation and the formation of positive partnerships with teachers and families
which leads to...	Which leads to stronger family and community engagement and parental support with student performance and achievement.
Budget Description	Use of funds to engage consultants for professional development, local funds earmarked for family events and activities.
Tags	Family & Community Engagement, Arts Education: Embedding the Arts School-Wide, Literacy: Shift 2-Leveraging Data to Close Gaps, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Plan and schedule family events with direct input and ownership from the teachers/grade band teams that will increase teacher engagement and ownership of family based events. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop a protocol for bi-weekly well-being updates to increase positive interaction with parents and families. <p>Tags:</p>

Strategy 2

If we do...	continue to strengthen our instructional practices by 1). applying our magnet integration across subjects, 2) implementing balanced assessments, 3). providing targeted MTSS Interventions, 4). engaging teachers in professional development on accelerated instructional methodologies, and 5). focusing on our problem of practice
Then we see...	individualize instruction that provides multiple opportunities for authentic learning that develops students? critical thinking and problem solving capacities

which leads to...	increased growth and attainment in Reading, Math and Humanities as demonstrated by EOY NWEA, REACH Competency Ratings, MGIB Standards and Practices, the 5 Essentials Survey and develop students who are prepared for the 21st century.
Budget Description	Use of funds to restructure school day to accommodate job-embedded professional development, provide extended-day resources for targeted MTSS to address achievement gaps created by COVID School Closures, and secure additional resources to provide students with SEL Supports.
Tags	Instruction, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Budget & Grants, MTSS: Progress Monitoring, Talent, Teacher Leader Development & Innovation: New Teachers
Action steps	<ul style="list-style-type: none"> • (Not started) Partner with CPS Department of Arts Education for professional learning and marketing opportunities. Tags:Arts Education: Authentic Arts Integration • (Not started) Work closely with CPS Department of Student Assessment (Office of Teaching and Learning) to develop guidance on the appropriate use of assessment results for accountability. Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Collaborate with the Office of Diverse Learner Supports and Services to strengthen documentation strategies for MTSS. Tags:MTSS: Progress Monitoring • (Not started) Schedule consistent opportunities for teachers and MTSS providers to collaborate. Tags: • (Not started) Evaluate the effectiveness of the current curriculum in core subject areas. Analyze the curriculum's strengths and weakness. Identify additional rigorous supplemental resources that will compliment curriculum. Tags: • (Not started) Survey staff members to determine professional development focus for the school year. Tags: • (Not started) Conduct monthly peer observations using the Network 10 Instructional Core Walk Rubrics.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Establish common grade band team agenda that focus on analyzing data and student work. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Instructional Leadership Team (ILT) will use data to drive the cycle of inquiry. The ILT will utilize student data and research to solve educational problems. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Identify a lead humanities teacher and team that will focus on the VHA becoming a national certified magnet school. <p>Tags:</p>
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Strategy 3

If we do...	continue to implement equitable school-wide SEL with grade level parameters relative to restorative practices and appropriate for Tier 1 classroom instruction
Then we see...	a restorative system that addresses the differentiated social, emotional and behavioral needs of all students in Tiers 1-3, teachers implementing positive behavioral intervention strategies into their classroom management system, and students taking ownership of and applying SEL skills
which leads to...	increased teacher collaboration with the school's youth intervention specialist, and a school culture focused on social, emotional and academic success as measured by data from the school's MTSS Behavior Management Plan, the Restorative Practice Google Tracker, teacher and student surveys, and the 5Essentials survey.
Budget Description	Budget Categories: ESP position - Moore Ext. Day - Buckets Professional Development Consultants/vendors - Hovious
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) All staff will be invited to attend the Summer SEL Institute. <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) All staff will participate in School Climate Self Assessment Survey. <p>Tags:OSEL: Supportive School Environment</p>

	<ul style="list-style-type: none"> • (Not started) All students receiving restorative practice redirection sessions to learn positive behavior intervention strategies. <p>Tags:</p>
	<ul style="list-style-type: none"> • (Not started) Host monthly school-wide incentives/celebration for students in Tier 1 (behavior). <p>Tags:</p>
	<ul style="list-style-type: none"> • (Not started) Celebrate teachers who model & teach RP strategies with fidelity. <p>Tags:</p>
	<ul style="list-style-type: none"> • (Not started) Report RP data to school community on a weekly basis. <p>Tags:</p>

Action Plan

Strategy 1

Plan and schedule family events with direct input and ownership from the teachers/grade band teams that will increase teacher engagement and ownership of family based events.

Aug 16, 2020 to Jun 04, 2021 - Teachers/Grade Band Teams

Develop a protocol for bi-weekly well-being updates to increase positive interaction with parents and families.

Aug 24, 2020 to Jun 04, 2021 - Core Leadership Team

Strategy 2

Partner with CPS Department of Arts Education for professional learning and marketing opportunities.

Jun 01, 2020 to Jun 30, 2021 - MCLT

Work closely with CPS Department of Student Assessment (Office of Teaching and Learning) to develop guidance on the appropriate use of assessment results for accountability.

Jun 01, 2020 to Jun 30, 2021 - Ms. Banks

Collaborate with the Office of Diverse Learner Supports and Services to strengthen documentation strategies for MTSS.

Jun 01, 2020 to Jun 30, 2021 - Ms. Evans

Evaluate the effectiveness of the current curriculum in core subject areas. Analyze the curriculum's strengths and weakness. Identify additional rigorous supplemental resources that will compliment curriculum.

Jun 01, 2020 to Aug 24, 2020 -

Survey staff members to determine professional development focus for the school year.

Apr 26, 2020 to May 29, 2020 -

Conduct monthly peer observations using the Network 10 Instructional Core Walk Rubrics.

-

Establish common grade band team agenda that focus on analyzing data and student work.

-

Instructional Leadership Team (ILT) will use data to drive the cycle of inquiry. The ILT will utilize student data and research to solve educational problems.

-

Schedule consistent opportunities for teachers and MTSS providers to collaborate.

Sep 01, 2020 to May 31, 2021 - Ms. Evans

Identify a lead humanities teacher and team that will focus on the VHA becoming a national certified magnet school.

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Strategy 3

All staff will be invited to attend the Summer SEL Institute.

Jun 01, 2020 to Jun 01, 2020 - Mrs. Moore/Dr. Tucker

All staff will participate in School Climate Self Assessment Survey.

Sep 14, 2020 to Sep 30, 2020 - Mrs. Moore

All students receiving restorative practice redirection sessions to learn positive behavior intervention strategies.

- Mrs. Moore

Host monthly school-wide incentives/celebration for students in Tier 1 (behavior).

- Mrs. Moore

Celebrate teachers who model & teach RP strategies with fidelity.

- Ms. Banks/Dr. Tucker

Report RP data to school community on a weekly basis.

- Mrs. Moore

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

the school identifies current parental and family engagement practices and outline activities related to expanding parent and family partnership programs as a result of a Stakeholder self-assessment similar to the School Effectiveness Framework.

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

Parent trainings will be provided to parents to aid in their understanding of CCSS for ELA and Math, understanding PARCC assessment, NWEA MAP assessment , as well as our curriculum.

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.

Parent trainings will be provided to parents to aid in their understanding of CCSS for ELA and Math, understanding PARCC assessment, NWEA MAP assessment , as well as our curriculum.

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).

Parent trainings will be provided to parents to aid in their understanding of CCSS for ELA and Math, understanding PARCC assessment, NWEA MAP assessment , as well as our curriculum.

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

At the end of every school year, parents are provided with letters informing them that may request the status of their child's teacher. Furthermore, of their child is assigned to a teacher that is not highly qualified, the parents will be notified immediately.

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.

Parent trainings will be provided to parents to aid in their understanding of CCSS for ELA and Math, understanding PARCC assessment, NWEA MAP assessment , as well as our curriculum. Information related to parent involvement activities will be shared in multiple formats in the language understood by our parent population. Parents will be provided with this information at PAC Meetings, IEP Meetings, LSC Meetings, the State of the School Address, parent conferences and other parent meetings held to equip parents with skills to help their children be successful academically.

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

Parent trainings will be provided to parents to aid in their understanding of CCSS for ELA and Math, understanding PARCC assessment, NWEA MAP assessment , as well as our curriculum. Information related to parent involvement activities will be shared in multiple formats in the language understood by our parent population. Parents will be provided with this information at PAC Meetings, IEP Meetings, LSC Meetings, the State of the School Address, parent conferences and other parent meetings held to equip parents with skills to help their children be successful academically.

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.

VHA does not offer Pre-K programming. However, information will be provided to parents with young children in order that parents are made aware of pertinent tasks and deadlines relevant to their child's transition to kindergarten.

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.

Annual assessment plan vote conducted.

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.

Progress reports are sent home every five weeks and report cards are sent home every quarter. Additional parent reports from NWEA MAP, BAS, & MPG are sent home to parents after each administration of the assessment.

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.

Parents will be provided with this information at PAC Meetings, IEP Meetings, LSC Meetings, the State of the School Address, parent conferences and other parent meetings held to equip parents with skills to help their children be successful academically.

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.

Parents will be invited to meetings on a monthly basis to discuss the ESSA, Title I school parental and family engagement plan and policy and how they can become involved in our school for the purpose of improving the academic achievement of their children.

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 annual meeting will be held at the beginning of the school year at a time convenient to parents to provide them with information on our school's participation in the ESSA and the Title I programs. The school will offer additional meetings including PAC Committee Meetings that will be held monthly to provide parents with information and to receive their input and feedback.

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 provide opportunities for parents to hold regular meetings for the purpose of providing parents and opportunities to voice their suggestions and provide their recommendations regarding the CCSS and our humanities program. Additionally, each classroom has a PAC representative to facilitate home to school communication regarding parent suggestions and decisions about their children's educational programming.

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.

Parent trainings will be provided to parents to aid in their understanding of CCSS for ELA and Math, understanding PARCC assessment, NWEA MAP assessment , as well as our curriculum.

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.

Progress reports are sent home every five weeks and report cards are sent home every quarter. Additional parent reports from NWEA MAP, BAS, & MPG are sent home to parents after each administration of the assessment.

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.

At the end of every school year, parents are provided with letters informing them that may request the status of their child's teacher. Furthermore, of their child is assigned to a teacher that is not highly qualified, the parents will be notified immediately.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to

improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will be provided with this information at PAC Meetings, IEP Meetings, LSC Meetings, the State of the School Address, parent conferences and other parent meetings held to equip parents with skills to help their children be successful academically.

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.

Staff will be provided with information relevant to parent engagement and involvement in our school and how we utilize them as valued stakeholders of their children education. This information will be presented to teachers via professional development and common planning meetings.

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.

VHA does not offer Pre-K programming. However, information will be provided to parents with young children in order that parents are made aware of pertinent tasks and deadlines relevant to their child's transition to kindergarten.

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.

Information related to parent involvement activities will be shared in multiple formats in the language understood by our parent population.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

N/A

School-Parent Compact (Complete)

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

The mission of Vanderpoel Humanities Academy is "to be the standard of excellence".

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.

The district hosts In-Person report card pick up and Parent/Teacher conference opportunities in the Fall and Spring. Parents will meet with teachers and Related Services Providers, if necessary, to discuss their child's academic, social - emotional, and behavioral progress.

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

Progress reports are provided for students and parents every 5 weeks. The teachers are available to meet with parents after school and during their prep time. The teachers will provide information about academic and extracurricular activities and how parents can assist during this time. Student work products are sent to parents and/or stored in portfolios.

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

Email, Parent Portal, ClassDojo, teacher webpages, letters home, as well as telephonic and in person communication will provide parents access to staff.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are welcome to complete the CPS Volunteer Packet to become eligible to chaperone field trips, extracurricular activities and provide academic support to students during the school day as long as it is in accordance with Federal, State and local health mandates.

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

Parents are encouraged to monitor Parent Portal weekly as well as Google Classroom and Class Dojo nightly to assist in their child's academic and behavioral progress. Parents are also provided with instructions and rubrics as a resource for assisting with homework completion.

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 attend parent teacher conferences, IEPs, 504s, LSC Meetings, and PAC Meetings. Additionally, parents can request to meet with teachers via verbal or written communication.

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).

VHA has a Student Council, Beta Club, and Student Ambassadors to aid in the facilitation of improved student 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.

To increase student academic achievement through parental and family engagement; increase parent attendance at PAC Meetings and PAC Sponsored Events, encourage parent/teacher partnerships, and increase parental involvement in school activities that celebrate students' academic accomplishments.

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.	\$100.00
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.	\$75.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$100.00
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)	\$350.00

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.	\$44.00
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