

# Dr. Martin L. King Jr Academy of Social Justice 2020-2022 plan summary

## Team

Name	Role	Email	Access
Marlena Little	Instructional Coach & MTSS Coordinator	mlittle16@cps.edu	Has access
Maryann Tamrazi	Primary Team Leader	mtamrazi@cps.edu	Has access
Lisa Ard	Dean of Culture and Climate	lmard@cps.edu	Has access
Jasmine Gilliam	SPED Liaison	jmgilliam1@cps.edu	Has access
Michael Nash	Parent/LSC Member		No Access
Charee Baker	Community Member	chareebaker@gmail.com	No Access
Alexandra Lloyd	School Counselor	alloyd9@cps.edu	Has access
Toni Armer	Middle School Team Leader	tmarmer@cps.edu	Has access
Jasmine Thurmond	Principal	jlthurmond@cps.edu	Has access
Genevieve Spina	Counselor	gspina1@cps.edu	Has access

## Team Meetings

Date	Participants	Topic
02/20/2020	J. Thurmond, M. Little, M. Tamrazi, T. Armer, L. Ard, J. Gilliam, A. Lloyd	Survey analysis and identifying SEF priorities.

## Framework

### Category scoring

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

## Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 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
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 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
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 3 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 4 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
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
  - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## 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)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:**
- 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)

- 3 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:**
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 2 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
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0

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

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Structures for Continuous Improvement
Root Cause 1	There is a lack of coordinated problem-solving structures/collaboration between the committees that oversee the school's priorities.
Area of Critical Need 2	MTSS
Root Cause 2	The lack of coordinated problem-solving structures/collaboration between the committees that oversee the school's priorities result in limited/no structure for monitoring supports for subgroups.

Area of Critical Need 3	Family and Community Engagement
Root Cause 3	There is a lack of consistent and effective communication to parents on how they can engage in the school and/or take advantage of the resources that exist within the school
Area of Critical Need 4	Student Voice, Engagement and Civic Life
Root Cause 4	Staff/Support team members need coaching and prescribed tools for how to consistently and effectively incorporate student voice, choice, and engagement

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math)  Our focus on MTSS, Structures for Continuous Improvement, Family & Community Engagement, and Students Voice, Engagement, and Civic Life will directly impact this metric and it will impact student efficacy, investment, parent involvement, and student supports.	Overall		31.90	41.90
	Students with IEPs		40.30	50.30
Vision: NWEA Attainment G2-8 (Reading)  Our focus on MTSS, Structures for Continuous Improvement, Family & Community Engagement, and Students Voice, Engagement, and Civic Life will directly impact this metric and it will impact student efficacy, investment, parent involvement, and student supports.	Overall		36.00	41.00
	Students with IEPs		40.30	45.30
Vision: Attendance Rate  Our focus on MTSS, Structures for Continuous Improvement, Family & Community Engagement, and Students Voice, Engagement, and Civic Life will directly impact this metric and it will impact student efficacy, investment, parent involvement, and student supports.	Overall		93.00	93.50
	Students with IEPs		90.30	92.30
	Overall		65.00	70.00



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  Our focus on MTSS, Structures for Continuous Improvement, Family & Community Engagement, and Students Voice, Engagement, and Civic Life will directly impact this metric and it will impact student efficacy, investment, parent involvement, and student supports.	Female		59.60	64.60
(Blank)				

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey Well Organized (WO)</b>				100.00	100.00

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

**Strategy 1**

If we do...	Increase teachers' understanding on instructional rigor, unpacking standards, and aligning instruction with student tasks/assessments, as well as provide instructional coaching
Then we see...	Teachers will be able to develop their own scope and sequence, standards inventories, and unit plans
which leads to...	increased student achievement and more rigorous Tier 1 and 2 instruction

Budget Description	Investments in teacher collaboration time and instructional coaching--Lead 180; modified master schedule; instructional coach position needed
Tags	MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>• (Completed) Instructional Rigor PD for all teachers and creation of scope and sequence one-pager Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (On-Track) Teachers will create and/or refine their unit plans to follow their scope and sequence, as well as to incorporate tasks/assessments on varying DOK levels Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Teachers will begin to plan the alignment of assessments for each unit of study Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Behind) Teachers will engage in peer learning walks and provide each other with feedback on their instructional practices Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Teachers will work with LEAD180 to design Learning Scales and rubrics to provide aligned feedback to students within each unit of study. Tags:MTSS: Curriculum &amp; Instruction, Personalized Learning: Authentic Learning</li> </ul>

**Strategy 2**

If we do...	Increase and prioritize opportunities for committees/teams to collaborate and engage in the problem solving process to support students
Then we see...	more targeted and effective supports developed and implemented for students to achieve greater levels of success
which leads to...	improved on-track rates, reduced number of students requiring summer bridge, and increased student efficacy.
Budget Description	Scheduling support, Teachers to implement Tier 3 supports, ongoing PD for small group supports, additional Title 1 funds for students/positions
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

Action steps	<ul style="list-style-type: none"> <li>• (Completed) Overhaul the master schedule to prioritize and allocate weekly collaboration time for committees/teams within the school day  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</li> <li>• (Behind) Develop a calendar for team/committees meetings to occur weekly, as well as a common planning rhythm for each committee/team  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</li> <li>• (Not started) Bi-weekly progress monitoring of MTSS impact on student (BAG) data  Tags:MTSS: Fidelity of Implementation</li> </ul>
--------------	--

**Strategy 3**

If we do...	implement and adhere to a structure for including students/parents/families in specific aspects within the school and intentionally incorporate their ideas, feedback, and suggestions
Then we see...	an increase in parent/student engagement and targeted programming/resources
which leads to...	improved student/parent satisfaction with the school and increased parental involvement in their child's learning.
Budget Description	Parent Worker/Liaison; incentives for parents/students for engaging
Tags	Student Voice, Engagement, and Civic Life, FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Meet with representatives from FACE2 to develop a sound process for engaging parents/students/families to serve on the Culture and Climate, Attendance Team and Graduation/Moving On Committee; set goals for parent/student engagement levels  Tags:FACE2: Parent Engagement</li> <li>• (Not started) Initiate the process and on-board parents/students for the Culture and Climate, Attendance Team and Graduation/Moving On Committee  Tags:FACE2: Parent Engagement</li> <li>• (Not started) Develop cycles for soliciting feedback from parents and students and implement them</li> </ul>

	<p>Tags:FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC</p> <ul style="list-style-type: none"> <li>(Not started) Establish community partnerships to engage parents based on their needs, feedback, and interests</li> </ul> <p>Tags:Family &amp; Community Engagement, FACE2: Community Partnerships, OSSE: Community Schools</p> <ul style="list-style-type: none"> <li>(Not started) Conduct a quarterly review the implementation/effectiveness of the process/structure to engage parents/students, as defined by the goals that have been set</li> </ul> <p>Tags:FACE2: Parent Engagement, FACE2: Title 1 PAC</p>
--	---

## Action Plan

### Strategy 1

Completed Sep 04, 2020

Instructional Rigor PD for all teachers and creation of scope and sequence one-pager

Apr 17, 2020 to May 30, 2020 - Principal/Lead 180

On-Track Nov 16, 2020

Teachers will create and/or refine their unit plans to follow their scope and sequence, as well as to incorporate tasks/assessments on varying DOK levels

Sep 08, 2020 to Jun 18, 2021 - Teacher

Behind Nov 16, 2020

Teachers will engage in peer learning walks and provide each other with feedback on their instructional practices

Oct 05, 2020 to Jan 31, 2021 - ILT

Teachers will begin to plan the alignment of assessments for each unit of study

Feb 01, 2021 to Jul 31, 2021 - All Teachers

Teachers will work with LEAD180 to design Learning Scales and rubrics to provide aligned feedback to students within each unit of study.

Jul 01, 2021 to Dec 18, 2021 - All Teachers

### Strategy 2

Completed Nov 16, 2020

Overhaul the master schedule to prioritize and allocate weekly collaboration time for committees/teams within the school day

Jun 01, 2020 to Jun 30, 2020 - ILT & Other Teacher Leaders

Behind Nov 16, 2020

Develop a calendar for team/committees meetings to occur weekly, as well as a common planning rhythm for each committee/team

Jun 01, 2020 to Jul 31, 2020 - ILT, ALT

Bi-weekly progress monitoring of MTSS impact on student (BAG) data

Sep 08, 2020 to Jun 12, 2021 - All Committees/Teams

### **Strategy 3**

Initiate the process and on-board parents/students for the Culture and Climate, Attendance Team and Graduation/Moving On Committee

Aug 24, 2020 to Sep 18, 2020 - Admin. Team

Develop cycles for soliciting feedback from parents and students and implement them

Aug 24, 2020 to Sep 18, 2020 - SVC, LSC, and PAC

Establish community partnerships to engage parents based on their needs, feedback, and interests

Jul 01, 2020 to Aug 31, 2022 - Principal

Meet with representatives from FACE2 to develop a sound process for engaging parents/students/families to serve on the Culture and Climate, Attendance Team and Graduation/Moving On Committee; set goals for parent/student engagement levels

Jul 01, 2020 to Jul 31, 2020 -

Conduct a quarterly review the implementation/effectiveness of the process/structure to engage parents/students, as defined by the goals that have been set

- Principal and Parent Engagement Committee

## **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.**

Multiple needs assessments have been used to assess the entire school's effectiveness in terms of students achievement relative to state content and achievement standards. Those assessments include the School Excellence Framework, the MTSS SAM assessment, as well as the Accelerate Institute's Transformational Leadership Framework.

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

1. If we do...implement and adhere to a structure for including students/parents/families in specific aspects within the school and intentionally incorporate their ideas, feedback, and suggestions, then we see...an increase in parent/student engagement and targeted programming/resources, which leads to...improved student/parent satisfaction with the school and increased parental involvement in their child's learning.
2. If we do...Increase and prioritize opportunities for committees/teams to collaborate and engage in the problem solving process to support students, then we see...more targeted and effective supports developed and implemented for students to achieve greater levels of success, which leads to...improved on-track rates, reduced number of students requiring summer bridge, and increased student efficacy.
3. If we do...implement and adhere to a structure for including students/parents/families in specific aspects within the school and intentionally incorporate their ideas, feedback, and suggestions, then we see...an increase in parent/student engagement and targeted programming/resources, which leads to...improved student/parent satisfaction with the school and increased parental involvement in their child's learning.

**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.**

- Instructional coaching
- Analyzing student work
- Cycles of learning led by the ILT

- Teacher PLCs
- Professional Development
- Peer observations and learning walks

**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).**

- MTSS
- Before and after school tutoring
- Parent/student conferences
- Mentoring
- Culturally relevant instructional practices

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

- Brand recognition
- Increase social media presence
- Distributed Leadership
- Multiple opportunities for teacher leadership
- Engaging/Investing staff in the community outside of instruction

**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.**

- Curriculum Map development
- Understanding and ensuring rigorous instruction
- Balanced Literacy
- National SAM Institute Project
- Accelerate Institute
- Opportunity Schools

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

- Family Literacy Night
- Family STEAM Night
- Parenting Classes
- Parent/Grandparent Days
- Resume Writing and Employment Search Skills Classes

**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.**

- Parenting classes
- Student check-ins and mentoring
- Shadow Days

**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.**

- Assessment Plan Development
- Instructional Leadership Team Meetings
- Surveys
- Subcommittees

**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.**

- MTSS
- Before and after school tutoring
- Parent/student conferences
- Mentoring
- 5-week formative assessments
- Interim Assessments
- Corrective instruction
- Progress Report Distribution
- Report Card Pick-Up (Parent Conferences)

**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.**

This will be accomplished by strategically coordinating new programs and services to align with those supported under NCLB.

## **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.**

This will be accomplished by sending information regarding the meetings home to the parents. Meetings dates will be set for the year at the first meeting and a monthly calendar with this information is sent home. Meetings will be held during the school day and after school hours for parent convenience. A parent room has been designated for this purpose. Each new student to the building during the school year will also be provided with such information. Parents will also receive information describing the programs and how vital their input is to academic success of the students. Additional information not listed will be available on the school website once completed.

**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**

This will be accomplished by sending information regarding the meetings home to the parents. The Annual meeting date is September 23rd, 2020, and the Organizational Meeting date is September 23rd, 2020. Meetings dates will be set for the year at the first meeting and a monthly calendar with this information is sent home. Meetings will be held during the school day and after school hours for parent convenience. A parent room has been designated for this purpose. Each new student to the building during the school year will also be provided with such information. Parents will also receive information describing the programs and how vital their input is to academic success of the students. Additional information not listed will be available on the school website once completed.

**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.**

Parents will be provided information at the beginning of the school year about the programs and monthly as developed. They will be invited to attend parent meetings; meetings held on report pick up days, assemblies, grade level parent meetings and additional meetings as necessary during the school year. Notices will also be sent home with the students. The school will make this information available upon request in the main office. Include more hands-on activities, and make sure copies are provided for parents of students who transfer in during the school year. Program information will also be provided on the school's web site once completed.

**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.**

This information will be disseminated once the school receives and reviews it. Parents will be invited to attend a parent meeting where the information will be shared. Students will be given the assessment

information to take home to their parents. Information will also be distributed on report card pick up dates.

**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.**

This information will be distributed once the school receives it. The student will be given the information in a sealed envelope to take home to the parent and made available upon request from the main office.

**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 invited to attend various meetings held at the school to share the information; at assemblies; grade level parent meetings and workshops. Information will be provided on report card pickup nights, and sent home with the students during the school year. This will also be accomplished by placing various forms of information on the school's web site when completed Information will be available in the schools main office. A data wall is also present in each classroom. It contains current data from DIBELS/TRC, mClass and MAP assessments.

**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.**

This will be accomplished by welcoming parents to attend literacy night, scheduled computer and resume building workshops in our computer lab; parent meetings and workshops will be scheduled at convenient times for all parents to attend. Helpful material and information will also be sent home with students; parents will receive information on report card pick dates. As parent arrive for scheduled parent/teacher conferences information will be on the table in the hall as they sign in.

**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.**

This will take place on professional development days when students are not in attendance, by the administration, school social worker, and counselor and other providers. Test data will be analyzed to make the best decisions and plan for Hinton students. Comparisons may be made and realizations that students with the strongest parental support tend to outperform their peers. Our LRE plan professional development will also supplement this Teachers will be encouraged to maintain regular communication with parents, and keep detailed log of all parent contact.

**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.**

Monthly, information is sent to parents informing them of the programs and or workshops offered at various locations including at MLK Academy. Parents are encouraged to participate and invited to have a voice in the lives of their child (ren). Meeting will be held for parents to attend describing and explaining what the programs entail, as well as how they can be an active participant. Meetings will be held at a time feasible for parents to attend. Parents will be welcomed to come out and observe in the head-start classrooms where these activities and programs are in effect. Agencies and professionals will be invited to conduct workshops for parents to attend.

**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 will be sent home in the language selected on the form at the time of enrollment. MLK Academy has an English speaking population. The language will be easy to read and understand.

### 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.)**

To establish a culture of integrity that supports academic success to reach and teach the whole child creating a community of lifelong learners. MLK Academy will concentrate its efforts to achieve its mission through utilizing the common core standards, use data to drive instruction, and use collaboration to foster team work. This will cultivate active, capable, independent and socially aware learners. A curriculum infused with social justice themes school wide will allow students to develop a voice utilizing literacy, writing, and technology.

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

Parent teacher conferences are scheduled by the district and will be followed as such.

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

Parent teacher conferences are scheduled by the district and will be followed as such.

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

Teachers are available for teacher conferences M-F during prep periods daily. Teachers may also schedule conferences before or after school.

**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 may volunteer daily from 9-3:00 pm. Parents can volunteer in classrooms, in the lunchroom and on the playground. Parents may also provide walking patrols for students to and from school.

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

Parents will be asked to sign homework for students in grades K-5. Students in grades 6-8 will be expected to get weekly signatures for completed work. Parents will be informed of attendance incentives in a back to school letter at the beginning of the year.

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

Monthly parent meeting are held, including PAC and LSC meetings. Parents can attend any of these 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 follow our KING expectations, K: Keep a positive attitude, I: Interact in a friendly manner, N: Never give up, and G: Give respect. Students state our school wide expectations daily and are made aware of attendance and academic expectations via teacher and principal communication and data reports.

## 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.**

The school will work with the PAC to support parents with strategies to improve their children's on-track status/rate.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$300.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$500.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$100.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$300.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00

