

Benjamin E Mays Elementary Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Tanyelle Hannah-Reed	Interim Principal	treed8@cps.edu	Has access
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Samella Coleman	Parent		No Access
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Team Meetings

Date	Participants	Topic

Framework

Category scoring

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

Subcategory scoring

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

- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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:** Grade level meetings, ILT meetings, Teacher-led PLC
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Classroom observations, LSC meetings, School-wide goal setting meetings, teacher collaboration, teacher evaluation, bulletin boards,

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 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:** school-partnerships, lesson plans, counselor schedule classroom library, student-work artifacts

- 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
 - 2 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
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:** lesson plans, school PD agenda, ILT meetings, student goal setting, DL classrooms, classroom observations
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 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
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 2 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)

- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)
- 2 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 2 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)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 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: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Vision: Attendance Rate
Root Cause 1	Lack of opportunity for parental engagement and partnership
Area of Critical Need 1	Vision: Growth G3-8 (Math)
Root Cause 2	Lack of school-wide guidance and/or protocols for the process of instructional strategies and practices for Word Study Instruction.
Area of Critical Need 3	Vision: Growth G3-8 (Reading)
Root Cause 3	Lack of educators explicitly modeling their metacognitive thinking and strategies.

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 data-bbox="203 520 479 548">Vision: Attendance Rate</p> <p data-bbox="203 590 722 1052">Mays Academy attendance goal is that students and parents will be motivated to maintain excellent student attendance for the entire school year through academic recognition programs, extra-curricular activities participation, incentives, educational and social emotional support. We will use Dashboard to target students who are off-track for attendance with phone calls, home visits, and monthly incentives to maintain 96% attendance. We will work with our PAC to help increase attendance and celebrate attendance improvement with incentives</p>	Overall		95.00	96.00
<p data-bbox="203 1087 602 1115">Vision: NWEA Growth G3-8 (Math)</p> <p data-bbox="203 1157 732 1619">Mays Academy teachers must be equipped to strategically use data to streamline daily instruction. frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (with targeted skills and strategies for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Mathematics instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal</p>	Overall		50.00	65.00
<p data-bbox="203 1654 634 1682">Vision: NWEA Growth G3-8 (Reading)</p> <p data-bbox="203 1724 711 1871">Mays Academy students must be engaged in daily, rigorous instruction. Teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level</p>	Overall		59.00	74.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (with targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Mathematics instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.				
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	professional development from MTSS professionals that explicitly explains the process of MTSS (both Academic and Social Emotional Learning), data collection, and documentation that will be used to properly classify students needs and possible support of tiered scholars. Professional development should include specific strategies for accommodations, modifications, and differentiation.
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Then we see...	educators that can appropriately identify students that would benefit from the academic and SEL strategies while providing individualized data driven instruction for students in each tier which address their social needs as well as their diverse learning styles.
which leads to...	student centered instruction and behavioral supports that meet the individual needs of learners allowing them to maximize their potential and yield both academic and social emotional success.
Budget Description	Professional Development Consultants/vendors Conferences and associated expenses Ext. Day - Buckets
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process
Action steps	<ul style="list-style-type: none"> • (On-Track) At BOY teachers will identify Tier 2 and Tier 3 MTSS students to complete the MTSS process which includes their personalized plan of instruction. Tags:MTSS: Curriculum & Instruction • (Not started) Teachers will enter progress monitoring data every two weeks based on their student's tier and adjust interventions as needed Tags:MTSS: Progress Monitoring • (On-Track) Teachers will receive PD on logging data, choosing appropriate interventions, and writing SMART goals into the MTSS system via Aspen. Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process • (On-Track) MTSS team will monitor educator input through the Aspen system bi-weekly. MTSS Lead will provide feedback and support Tags: • (On-Track) Calm Classroom (SEL) shall be launched and implemented with fidelity at the Tier 1 level for all scholars Tags: • (On-Track) Conscious Discipline (SEL) shall be launched and implemented with fidelity at the Tier 1 level for all scholars and educators Tags: • (On-Track) The Culture and Climate/SEL Team will meet bi-weekly to discuss the Social Emotional Needs of scholars at a Tier 1, Tier 2, and Tier 3 level to lend support to the MTSS team and the school counselor. Tags:

	<ul style="list-style-type: none"> • (On-Track) SEL will be explicitly shown on schedules, lesson plans, and taught for the first 15 mins of homeroom classes daily. (75 minutes of SEL instruction weekly) <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) MTSS and SEL Team will collaborate to create and disseminate a menu of interventions to be utilized by all staff. <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) The SEL Team will collaborate ways to communicate School-Wide learning and behavioral expectations <p>Tags:</p>
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Strategy 2

If we do...	school-wide grading practices, along with balanced assessments that include interim, weekly and daily assessments
Then we see...	students that are able to demonstrate mastery of Common Core Standards through planned assessments and an increase of student engagement and ownership to their own learning
which leads to...	an increased number of students that are on-track with increased student growth and attainment
Budget Description	Professional Development Consultants/vendors Conferences and associated expenses Ext. Day - Buckets
Tags	Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will participate in data meetings post assessments to work on action plans for data driven instruction, small group fluidity, and reteaching opportunities <p>Tags:</p> <ul style="list-style-type: none"> • (Completed) Individual goal setting conferences will be held quarterly to promote student and parent engagement and authority. <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) Teachers will administer standards-based and aligned assessments weekly, 5-week assessments and quarterly. Teachers will submit the assessment each week. Administration and ILT will provide actionable feedback.

	<p>Tags:</p> <ul style="list-style-type: none"> (Completed) Teachers will develop assessments using CPS Assessments Platform. <p>Tags:</p>
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Strategy 3

If we do...	If we plan for high quality Tier 1 instruction utilizing the gradual release model with whole and small group instruction, differentiated instruction and tasks aligned to the CCSS
Then we see...	-All teachers in Kindergarten through 8th grade utilizing the gradual release in whole and small group instruction -Use of DOK Level 3 and 4 questions -Differentiated instruction (evident in lesson plans, unit plans, and daily instruction) -Tasks and assignments aligned to grade level CCSS -Formative and summative standards based assessments.
which leads to...	An increase in student to student discourse that supports academic achievement -Increase in teacher proficiency in REACH - Domain 3 components -Increase in student mastery of standards based on weekly gradebook analysis, student work samples
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (On-Track) Professional development opportunities for teachers in the area of the gradual release model, Tier 1 instruction, small group instruction and REACH components. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Weekly professional development/ GLT (current data/network rhythm) to analyze student work current data review and task aligned to scope and sequence while strengthening student engagement and rigor. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Utilize DOK, Bloom question stems, HOT, graphic organizers to deepen student understanding of the CCSS <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Administration will develop an informal observational tool to provide feedback to educators on tier 1 instruction through classroom observations. Feedback will be given within 72 hours and used as a coaching mechanism for increased teacher capacity. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Administration will provide time for educators to do peer observations for the purpose of peer-feedback and building educator capacity. ILT will review data from peer observations for purpose of noticing trends for future school-wide professional development. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide school level, network and district support for DL educators in the area of IEP Goal writing and lesson planning <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide additional professional learning opportunities to the Case Manager for the purpose of building capacity for Diverse Learning instructional needs, IEP writing and leading the Diverse Learning Department <p>Tags:</p>
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Action Plan

Strategy 1

On-Track Dec 03, 2020

At BOY teachers will identify Tier 2 and Tier 3 MTSS students to complete the MTSS process which includes their personalized plan of instruction.

Sep 07, 2020 to Sep 25, 2020 - MTSS Coordinator

Teachers will enter progress monitoring data every two weeks based on their student's tier and adjust interventions as needed

Sep 28, 2020 to Jun 18, 2021 -

On-Track Dec 03, 2020

Teachers will receive PD on logging data, choosing appropriate interventions, and writing SMART goals into the MTSS system via Aspen.

Aug 24, 2020 to Aug 28, 2020 -

On-Track Dec 03, 2020

MTSS team will monitor educator input through the Aspen system bi-weekly. MTSS Lead will provide feedback and support

Sep 07, 2020 to Jun 25, 2021 - MTSS team, Admin, teachers

On-Track Dec 03, 2020

Calm Classroom (SEL) shall be launched and implemented with fidelity at the Tier 1 level for all scholars

Sep 07, 2020 to Jun 22, 2021 - All staff

On-Track Dec 03, 2020

Conscious Discipline (SEL) shall be launched and implemented with fidelity at the Tier 1 level for all scholars and educators

Aug 24, 2020 to Jun 25, 2021 - All staff

On-Track Dec 03, 2020

The Culture and Climate/SEL Team will meet bi-weekly to discuss the Social Emotional Needs of scholars at a Tier 1, Tier 2, and Tier 3 level to lend support to the MTSS team and the school counselor.

Sep 21, 2020 to Jun 25, 2021 - Select Staff

On-Track Dec 03, 2020

SEL will be explicitly shown on schedules, lesson plans, and taught for the first 15 mins of homeroom classes daily. (75 minutes of SEL instruction weekly)

Sep 21, 2020 to Jun 24, 2022 - All staff

On-Track Dec 03, 2020

MTSS and SEL Team will collaborate to create and disseminate a menu of interventions to be utilized by all staff.

Aug 31, 2020 to Jun 25, 2021 - MTSS/SEL Team

On-Track Dec 03, 2020

The SEL Team will collaborate ways to communicate School-Wide learning and behavioral expectations

Sep 28, 2020 to Jan 25, 2021 - SEL Team

Strategy 2

Teachers will participate in data meetings post assessments to work on action plans for data driven instruction, small group fluidity, and reteaching opportunities

Sep 07, 2020 to Jun 18, 2021 - Administration, ILT, and all educators

Completed Dec 03, 2020

Individual goal setting conferences will be held quarterly to promote student and parent engagement and authority.

Sep 07, 2020 to Jun 21, 2021 - Administration and all educators

On-Track Dec 03, 2020

Teachers will administer standards-based and aligned assessments weekly, 5-week assessments and quarterly. Teachers will submit the assessment each week. Administration and ILT will provide actionable feedback.

Sep 07, 2020 to Jun 30, 2021 - Administration and educators

Completed Dec 03, 2020

Teachers will develop assessments using CPS Assessments Platform.

Sep 07, 2020 to Jun 25, 2021 - Administration

Strategy 3

On-Track Dec 03, 2020

Professional development opportunities for teachers in the area of the gradual release model, Tier 1 instruction, small group instruction and REACH components.

Jul 01, 2020 to Jun 30, 2021 - Admin, teachers, ILT

Weekly professional development/ GLT (current data/network rhythm) to analyze student work current data review and task aligned to scope and sequence while strengthening student engagement and rigor.

Aug 24, 2020 to Jun 30, 2021 - Admin, teachers, ILT

Utilize DOK, Bloom question stems, HOT, graphic organizers to deepen student understanding of the CCSS

Aug 24, 2020 to Jun 30, 2021 - Admin, Teachers, ILT

Administration will develop an informal observational tool to provide feedback to educators on tier 1 instruction through classroom observations. Feedback will be given within 72 hours and used as a coaching mechanism for increased teacher capacity.

Sep 07, 2020 to Jun 28, 2021 - admin, teachers

Administration will provide time for educators to do peer observations for the purpose of peer-feedback and building educator capacity. ILT will review data from peer observations for purpose of noticing trends for future school-wide professional development.

Sep 07, 2020 to Jul 29, 2022 - Admin, ILT, Teachers

Provide school level, network and district support for DL educators in the area of IEP Goal writing and lesson planning

Oct 26, 2020 to Jun 25, 2021 - Admin, ILT, Teachers, Case manager

Provide additional professional learning opportunities to the Case Manager for the purpose of building capacity for Diverse Learning instructional needs, IEP writing and leading the Diverse Learning Department

- Admin, Case Manager

Fund Compliance

ESSA Program

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.

Administration, along with the Instructional Leadership Team, will conduct a needs assessment annually. In addition, administration with ILT, will conduct an analysis of achievement for the purposes of targeted professional development.

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

As part of our CIWP priorities, we will fully implementing MTSS. In addition, all grade levels will have intervention time built into their daily schedule.

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.

Multi-Tiered Systems of Support is for all scholars. Tier 2 and 3 scholars will receive the small group or independent instruction needed.

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

Through partnerships with Children's Home and Aide, youth guidance, and the Urban League we offer a myriad of life services for scholars and their families. In addition, our counseling program will provide academic and social emotional services for the scholars that need more intense support.

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

BEMA administration will post positions in a timely fashion to ensure that we have ample time to select the best educator possible. We will also enlist the help of district recruiters for high-quality educators.

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.

All educators, lead educators and supporting educators, will collectively receive Professional Development with proven research-based strategies.

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

Mays Academy will engage families in the following ways: Parent Cafe - Monthly cafe where parents can discuss and learn different strategies to help their scholars at home with different subject areas monthly, 2. Literacy, science, and math night, and 3. Parent / sibling dance or parent vs athletes of a sport evening event. The listed activities are a sample and not all inclusive.

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.

BEMA administration and educators will create a smooth transition for our young scholars by having "Meet the teacher" with a classroom and school tour and through summer programs that prepare scholars academically and social-emotionally.

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.

Mays Academy will take the following steps to ensure inclusive involvement with our educators: 1) Create a teacher survey to solicit individual and/or grade level feedback regarding the use of academic assessment (what works, work doesn't work, best practices, etc.), 2) Assessment plan presented to the entire staff with an opportunity to add/subtract/amend with a vote and 3) Incorporate assessment discussion/planning in PPLC meetings

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.

As part of our Balanced Assessment & Grading priority

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.

All programs will be integrated as appropriate through the school community.

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 notices home and placing phone calls (robocalls) in regards to regularly, scheduled meetings, which will include LSC , PAC, State-of-the-School, and other parent engagement sessions. The ESSA, Title 1 Plan/Policy will be placed on each meetings agenda throughout the school year, which will provided a brief update/summary about the policy. A parent room is being developed to allow parents to conference, receive professional developments, and become more involved in their students' academic journey.

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

PAC and LSC members will confirm monthly meeting dates for the upcoming school year in July 2020. In September 2020, the annual LSC and PAC meetings will be held. Using robocalls, monthly newsletters, and the school's marquee to invite parents to LSC and PAC meetings. Parents will help create the meeting topics for each session and be able to provide vital input to the school's priorities.

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

At the beginning of the school year, meeting dates and times will be based on times convenient for the parents. Flyers will be distributed to all parents with the meeting dates, which also will be included in the Parent/Student Handbook, and post on the school's website. On Parent-Teacher Conference Day, meeting date reminders will be provided to parents.

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.

During each quarter, progress reports/report cards will be distributed after five weeks of instruction. At that time, each parent will be provided results of their child's most recent assessment data. This data will be explain by the teachers during parent-teacher conference days (November and April) and/or through a B.A.G. report that explains the student's behavior, grades, and attendance rate, along with assessment data. At anytime throughout the school year, parents can request this information at anytime.

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.

Parents will be notified of each teacher status. The school will used the "district-issued" form to inform parents of the teacher's qualifications. Within a five- day notice, parents will receive this information.

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.

Monthly parent workshops will be offered to share information, resources, and materials. Each month's agenda will include a discussion on the school's academic achievement. Workshops will be held during parent-teacher conference days to help summarize assessments and their purposes and ways that parents can support their student at home.

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.

Our school 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. This will be accomplished by offering beginning technology courses for parents. Computer programs 101 to teach parents the Google applications (work/function). Teacher/parent math sessions (parents can come and get a basic overview of how to teach their scholars mathematics (the Common Core way). Parent Cafe - Monthly cafe where parents can discuss and learn different strategies to help their scholars at home with different subject areas monthly. All parents are invited to attend monthly meetings. A parent room has been provided, a space where parents can have computer/internet usage to monitor student progress (Parent Portal) and research other student and/or family supports.

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.

Throughout the school year, during professional developments, principal-directed meetings, and ILT meetings, staff will be educated on the value and contributions that parents play in the role of their child's learning.

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.

Our 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 will be to meet the teacher/classroom a tour day and implement a summer transition program for pre-school students entering kindergarten (Step Up to Kindergarten). Pre-school teachers will coordinate with the school's administration to offer opportunities for the parents to experience "a day in the life of a pre-schooler". Guests will be invited to provide workshops to give parents more information on child development and become active participants in their child's education.

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.

Our school 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 through the use of monthly school newsletters will be sent home, emailed to parents and made available on the school websites. Ensure that the school marquee board is updated with current and essential school information and continue robocalls with updated school information (once a week). Information related to school and parent programs, meetings, and other activities will also communicated through the school calendars, flyers, and in the appropriate language of the home.

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 school's mission is to ensure that every student is on-track to graduate.

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.

During the fifth week of school, parents will be invited to an "Open House" where they will be able to visit their child's classroom and receive academic updates.

Parent meetings will be scheduled for 3rd, 6th, and 8th grade students to discuss the district's promotion policy.

Parent-Teacher Conferences will be held on the district mandated days in November and April.

At the 5th, 15th, 25th, and 35th week Progress Report parent conferences will be scheduled for students in need of a remediation plan.

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

Parents will be provided with progress reports during each quarter at the 5th, 15th, 25th, and 35th week of school. Space and computer access will be provided for students and parents to obtain access to Parent and/or Student Portal where they will be able to track the progress of their students ongoing progress throughout the school year.

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

With advance notice, teachers will be available to hold conferences each during the teacher's preparation period. Conferences can be held at the request and availability of the staff upon their request. During the district scheduled parent-teacher conferences, teachers will be available for conferences. Parents and teachers can also communicate via email, phone, and/or text messages (through google number or dojo).

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.

Volunteer opportunities will be advertised in the Parent/Student Handbook, on the school's website, and through teacher monthly newsletters. Parents will have to complete the necessary paperwork required by Chicago Public Schools. Parents are encourage to support student supervision, before and after school, as well as, during recess. Parents are encourage to chaperone field trips, assist with assemblies, and other special events.

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

Parents will support their children by ensuring that their child is at school and on time for school everyday and ensure that the students are getting the proper rest to be engaged learners. Parents will provide an after-school routine that encourages their children to read daily, assist with homework, and study time. All parents will be able to set-up a Parent Portal account that will allow them to access their child's grades and attendance at all times throughout each school year. Parents will devote volunteer time to help support the school's initiatives.

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

Parents will participate in monthly PAC and LSC meetings to address their needs and give input on school decisions. Parents will be invited to attend district meetings where they will be able to address their concerns to the district.

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 share the responsibility of being on time and prepared for school each day. All assignments will completed and students will be able to self- monitor their academic progress through Student Portal. Seek assistance from teachers and independently read outside of classroom assigned tasks. Students will ensure that all communication distributed to him or her is passed on to their parent/guardian. Students will have the opportunity to participate in the student voice committee to provide input on structures for attendance incentives, positive school culture and climate events/activities, and academic structures.

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 Benjamin E. Mays PAC is an opportunity to engage parent and the school community at-large for the purposes of designing scholars that are productive citizens.

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.	\$500.00
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.	\$250.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$642.00
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)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$176.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00