Amelia Earhart Options for Knowledge ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/13/2020	LSC Members and Staff	Family and Community Engagement
02/27/2020	Staff	SEF
05/09/2020	PAC and Parents	Family and Community Engagement/Remotely
01/16/2020	ILT/MTSS Team	CIWP Mission/Vision
02/11/2020	ILT/MTSS Team	CIWP/SEF

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: The evidence can be found in our artifacts folder for Network 12 such as TST, STEAM, and Professional Development dates and Incubation notices.
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: LSC and PAC Binders with agendas and sign-in sheets. All evidence is found in the artifacts folder.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence**: Classroom libraries, Novels for all grade levels, we utilize character traits and Second Step curriculum for SEL, all lesson taught are aligned to the CCSS.
- 4 - 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
  - 4 Use questioning and discussion as techniques to deepen student understanding
  - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence**: Lesson plans, assessments and student goal setting.
- 4 - 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 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
  - 4 Utilize assessments that measure the development of academic language for English learners
  - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy

- o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Lesson plans, gradebook and other special assessment data (Edgenuity and ST Math)
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 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)
  - o **Evidence**: In Progress
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Students receive support in selecting selective enrollment high school and other opportunities, Students 6th-8th grade completes Naviance. We offer High School fair and Career day.

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Reach observations
- 4 - Student Voice, Engagement, and Civic Life

- o 4 Study politics
- o 4 Become informed voters and participants in the electoral process
- o 4 Engage in discussions about current and controversial issues
- o 4 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 3 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 3 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**: Through classroom instruction, History fair projects and Junior Beta Team.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: FIMS, School emergency management plan and daily recitation of school expectation pledge.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: ICT's
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: McDonald's, Webb Chevrolet, and Project Syncere.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math Attainment Grades 2-8
Root Cause 1	Lack of rigorous instruction and productive struggle.
Area of Critical Need 1	Attendance Rate
Root Cause 2	Medical conditions, heritage holiday travel abroad and student illness affecting the entire family.
Area of Critical Need 3	Reading Attainment
Root Cause 3	Continuity of instruction with fidelity.

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) This metric was chosen because there was a significant decline in math score in grades 2-8	African American		75.00	80.00
Vision: Attendance Rate This metric was chosen because we see a decline in attendance due to medically fragile students	African American		96.40	96.60
Vision: NWEA Attainment G2-8 (Reading) This metric was chosen because the attainment percentage has decreased	African American		80.00	85.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

	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...	Provide staff professional development for MTSS, SEL and STEAM Structures around creating groups for instruction and providing interventions
Then we see...	Staff and teachers incorporating MTSS and STEAM structures to increase the academic and SEL progress for students
which leads to...	(Academics) 90% of students in tier 2 and tier 3 moving in a positive direction. 95% of tier 1 students remaining at tier 1. and 95% of tier 1 students continue to demonstrate high levels of achievement by the end of school year 2020-2021. (Socially) With the support of the ancillary and outside supports 5% of the SEL students will move from tier 3 to tier 2, with 2% of the SEL students moving from tier 2 to tier 1.
Budget Description	Budget line 115-Extended day buckets,Professional development, materials-instructional software
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, STE(A)M Schools: School Structures & Culture (SSS2)
Action steps	• (Not started) Develop MTSS/STEAM team which will include staff members from each grade band, as well as diverse learner teachers and ancillary staff. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, STE(A)M Schools: School Structures & Culture (SSS2) • (Not started) Infuse MTSS and STEAM within our curriculum by progress monitoring, daily SEL check-in, and monthly analysis of our academic and behavior data.

	Tags:MTSS: Fidelity of Implementation, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2) • (Not started) Attend PD in the area of MTSS and STEAM Tags:MTSS: Fidelity of Implementation, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2) • (Not started) Monitor school-wide MTSS/STEAM structures Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2) • (Not started) Create school-wide process for the development of small instructional groups for reading and math based on data with the support of the STEAM focus. Tags:Instruction, Assessment: Checkpoint Student Assessment System, MTSS: Curriculum & Instruction

Strategy 2

If we do...	If we strategically plan and provide professional development for cross-curricular instruction and project based learning infused with technology within all content areas
Then we see...	Teachers and staff members planning for and implementing rigorous instruction and project based learning by incorporating the Illinois State Standards utilizing technology and the Steam focus.
which leads to...	100% of all teachers utilizing technology to plan and create rigorous and project based instruction infused with technology across content areas and 100% of students using technology in their daily lessons by the end of school year 2020-2021.
Budget Description	115 budget line ESP position-to help with small instructions groups. Purchase of technology equipment and PD for technology use. Steam Budget lines, extended day buckets, Professional development Equipment and supplies for STEAM focus.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks
Action steps	• (Not started) Plan external PD for project based learning within cross-curricular instruction Tags:Instruction, Arts Education: Artistic Literacy, STE(A)M Schools: Instructional Approach (SSS4) • (Not started) Monitoring technology implementation of the STEAM focus weekly

Tags:Instruction, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Attend PD on use of technology equipment/ ex. laser cutter, 3D printers etc.

    Tags:Instruction, Arts Education: Artistic Literacy, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Evaluate assessments for level of rigor in all content areas

    Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading

- (Not started) Conduct learning rounds for best technology practices of instruction

    Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse

- (Not started) Attend CPS STEAM Conferences

    Tags:STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: K-12 Program of Study (SSS5)

- (Not started) Build maker space and innovative lab for student projects, research, art ans technology

    Tags:STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: K-12 Program of Study (SSS5), STE(A)M Schools: School Structures & Culture (SSS2)

Strategy 3

If we do...	Students are given the platform for voice under the umbrella of agency, authority and Identity with the implementation of STEAM Standards
Then we see...	Students participating in school related activities based on their voice, school surveys and self-assessments for communication, collaboration, critical thinking and creativity.
which leads to...	100% student participation and students feeling a part of the school environment which is also a springboard for engagement in civic life and STEAM career pathways by the end of 2020-2021 school year. (ex. Beta, sports, music, outside competitions)
Budget Description	Budget Line 115-Extended day bucket, Professional development, Student conferences
Tags	Student Voice, Engagement, and Civic Life, STE(A)M Schools: School Structures & Culture (SSS2), SSCE: Student Leadership

Action steps	• (Not started) Research 360 degree tool kit and Harts Ladder as a means of developing Student Voice in the school. Tags:SSCE: Student Leadership • (Not started) Attend Staff Professional development for student voice through the STEAM Standards. Tags:SSCE: Student Leadership • (Not started) Utilize school teams to implement 360 degree tool-kit and Harts Ladder for student voice. Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice • (Not started) Develop student voice committee Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice, SSCE: Student Leadership

Action Plan

Strategy 1

Develop MTSS/STEAM team which will include staff members from each grade band, as well as diverse learner teachers and ancillary staff.

Sep 08, 2020 to Oct 08, 2020 - ADMN and Teachers

Infuse MTSS and STEAM within our curriculum by progress monitoring, daily SEL check-in, and monthly analysis of our academic and behavior data.

Sep 08, 2020 to Jun 30, 2021 - MTSS/ILT team, administration, ancillary staff and teachers

Attend PD in the area of MTSS and STEAM

Sep 07, 2020 to May 07, 2021 - ADMN/All Staff

Monitor school-wide MTSS/STEAM structures

Oct 05, 2020 to Jun 04, 2021 - Administration, MTSS/ILT team and Ancillary Staff

Create school-wide process for the development of small instructional groups for reading and math based on data with the support of the STEAM focus.

Oct 05, 2020 to Jun 07, 2021 - ILT/MTSS

Strategy 2

Plan external PD for project based learning within cross-curricular instruction

Sep 08, 2020 to Sep 25, 2020 - ADMN and teachers

Monitoring technology implementation of the STEAM focus weekly

Sep 28, 2020 to Jun 11, 2021 - ADMN

Attend PD on use of technology equipment/ ex. laser cutter, 3D printers etc.

Sep 14, 2020 to May 28, 2021 - ADMN and all staff

Evaluate assessments for level of rigor in all content areas

Sep 14, 2020 to Jun 11, 2021 - ADMN and Teachers

Conduct learning rounds for best technology practices of instruction

Oct 19, 2020 to May 03, 2021 - ADMIN/Teachers

Attend CPS STEAM Conferences

Jul 06, 2020 to May 03, 2021 - CPS

Build maker space and innovative lab for student projects, research, art ans technology

Jul 01, 2020 to Oct 01, 2020 - STEAM and CPS Facilities Dept.

Strategy 3

Research 360 degree tool kit and Harts Ladder as a means of developing Student Voice in the school.

Jan 01, 2021 to Jun 01, 2021 - ADMN and Teacher

Attend Staff Professional development for student voice through the STEAM Standards.

Oct 05, 2020 to Dec 18, 2020 - Teacher/ADMN

Utilize school teams to implement 360 degree tool-kit and Harts Ladder for student voice.

Oct 12, 2020 to Jun 11, 2021 - ADM, TST, GLT and ILT

Develop student voice committee

Oct 05, 2020 to Jun 07, 2021 - ADM, Teachers, Students

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.

Administration meets with grade levels to analyze data based off of NWEA, IAR, Dibels and local assessments. This information is shared with all stakeholder at the "State of the School Address" and Local School Council meetings.

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

MTSS, Saturday school, small group instruction, student collaboration personalized instruction and technology.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

The STEAM Program will provide rigorous academic instruction in all content areas for historically underserved populations

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

High school and Career fair, Junior achievement, Metropolitan Family services, Real Men Read, and STEAM Standards for instruction.

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

There is a low turn over ratio of teachers at Amelia Earhart School in the last 16 years and being able to maintain level 1+ status teachers are stable at Earhart. When it is necessary to hire a teacher only those who are highly qualified are sought out based on State guidelines.

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.

Administrators continue to take IAA Professional development classes , teachers and paraprofessionals participate in research based PD in the Network and the District and other stakeholders attend appropriate PD to meet students needs at the local level.

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

Math nights, project based night, STEAM based projects.

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

N/A

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers Supporting teachers, Instructional Leadership team, Multi-Tiered Systems of Supports and Grade level teams are ways teachers are able to have voice regarding assessments for student achievement.

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.

Administration conferences with students who are struggling academically and socially and is provided with suggestions and supports for their academic success.

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.

N/A

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will be involved with the development of the CIWP, quarterly review of CIWP meetings, and the ESSA review meeting.

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

In September of 2020, the State of the School Address will be held which will include information for ESSA, Title 1. Monthly meetings will be held for ESSA Title 1 Program. Meeting dates and times will be posted on the marquee, notices will be enclosed in the monthly gold parent communication folder, the school website, email, text messages, Robo call system, and a reminder sent home prior to the day of the meeting. There will be town home meetings including parents, staff and other stakeholders to discuss school concerns. Title 1 annual meeting and Title 1 PAC organizational meeting will be held in October of 2020.

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

This will be accomplished through the State of the School Address in September of 2020, PAC meetings and LSC meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Students results from NWEA and IAR assessments will be shared with the parents in the beginning of the school year. Parents will also receive middle of the year data for NWEA.

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.

All staff at Amelia Earhart school are Highly Qualified. Administration will make sure that hiring process qualification is to be highly qualified.

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.

Grade band meetings will be held as a collaborative project between teachers and parents to discuss the expectations, assessments, and requirements for students to achieve in school. Parent orientation and other parent meetings/workshops provide a vehicle for explaining state and local assessments, student academic achievement, and state academic content standards. Assessment information is also sent home on a regular basis.

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 through ESSA workshops and all school wide projects such as science fair, history fair, young authors and technology projects. Also, math and STEAM workshops.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Professional development will be provided that focus on parent and teacher partnership.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

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

All information will be communicated in the English language format.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary. **
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)
N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)   The mission of the parents, community and staff of Amelia Earhart Option for Knowledge School is to provide a rigorous academic program in a safe, nurturing and least restrictive environment with an emphasis on character building and college and career readiness.
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 will be held twice a year on report card pick-up days in November and April. If a child is struggling more frequent conferences will be held.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.   Student progress reports will be distributed on the 5th, 15th, 25th, and 35th week of the school year. Reports regarding NWEA data, dibbels, and interim benchmarks assessments will be provided following each assessment.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.   Parents may see teachers by appointment during prep periods and before and 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 can volunteer in the classroom, school-wide, in the office and lunchroom, chaperone field trips, gold folder assembly, Real Men Read, Career Day, Uniform closet and more if the parents has completed and passed the CPS back ground check. Parents are always welcomed to volunteer.

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

ESSA parent workshops and other parent workshops in the content areas. Students in grades K-4 receive a weekly homework sheet that should be utilized by parents to check homework completion. 5th -8th grade students receive an agenda book where homework and assignments are kept. They are responsible to recording their homework etc. The agenda books which should be checked by parents. Parents are encouraged to utilize parent portal, class dojo, and the school website.

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

CIWP, LSC and ESSA meetings occur monthly in the school library.

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).

School pledge will be recited daily school-wide to start the school day and at assemblies. There are attendance and academic awards. The focus is on positive behavior and not negative through the SLAP Program and the CHAMPS Program. The SLAP Program focus on attendance, grades, being at school and on time, and completion of school-wide projects.

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.

With increase parent involvement in technology training, parents will be able to assist their children with their homework and school expectations of technology assignments being complete for homework which will lead to student achievement. The STEAM project will begin in September 2020.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$220.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$193.00
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)	$500.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00