

Arnold Mireles Elementary Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	CIWP Team	Committed Stakeholders- Areas of Need, Goals, Root Causes
02/27/2020	CIWP Team	Areas of Need, Goals, Root Causes
04/02/2020	CIWP Team	Priorities, Theory of Action, Action Items
04/23/2020	CIWP Team	Priorities, Theory of Action, Action Items
05/05/2020	LSC & Parent Advisory	Fund Compliance, Parent & Family Plan

Date	Participants	Topic
05/07/2020	Local School Council	Approval

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - 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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Some evidence provided.
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 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
 - 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)

- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** There are practices in most areas that need improvement. Strategic work to be done!

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 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)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Some evidence provided.
- 2 - Instruction
 - 2 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
 - 2 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:** Some evidence provided.
- 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
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners

- 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:** Some evidence provided.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Some evidence provided.
- 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
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 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:** Some evidence provided.

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)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Some evidence provided.
- 3 - Student Voice, Engagement, and Civic Life

- 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 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
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Some evidence provided.
 - 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:** Some evidence provided.
 - 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:** Some evidence provided.
 - 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 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:** Some evidence provided.
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	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: Student Voice, Engagement, and Civic Life	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	2nd Grade Literacy attainment among African-American Males
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Root Cause 1	
Area of Critical Need 2	2nd Grade Math attainment among African-American Males
Root Cause 2	
Area of Critical Need 3	Attendance Rate among African-American Males
Root Cause 3	
Area of Critical Need 4	Reading Growth among EL/Hispanic Students
Root Cause 4	

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) We chose this area because the reading attainment for second grade has not reached the 50th Percentile for several years (SY 17-21; SY18-2; SY19-26). It is a major concern that a solid foundation in the (PreKdg-2nd) primary grades has not been formulated and that teachers still struggle with Eureka Math and tasks that are cognitively challenging for individual and groups of students. We also toil with parental involvement and attendance related to this this goal..	Overall		33.00	37.00
	African American Male		17.50	23.50
Vision: NWEA Attainment G2 (Reading) We chose this area because the reading attainment for second grade has not reached the 50th Percentile for several years (SY 17-41; SY18-8; SY19-18). It is a major concern that a solid foundation in the (PreKdg-2nd) primary grades has not been formulated and that teachers still struggle with guided reading and tasks that are cognitively challenging for individual and groups of students. We also toil with parental involvement and attendance related to this this goal.	Overall		42.00	45.00
	African American Male		30.00	35.00
Vision: NWEA Growth G3-8 (Reading) We chose this area because the reading growth has decreased since SY17-18 where all subgroups were	Overall		60.00	64.00
	EL		54.00	58.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
in the 90th percentile. SY19 data shows a significant drop in Hispanic/EL growth				
Vision: Attendance Rate	Overall		94.00	95.00
We chose this area because the attendance rate has not reached 95% in the past three years (SY17-93.7%; SY18-93.7%; SY19-93.2%). Although incentives and motivations are in place, there is a disconnect with parents/families and their decisions-making about school attendance.	African American Male		93.00	95.00
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Last year our school was rated Well Organized. Our goal is to strengthen relational trust and to foster a supportive, caring and respectful environment so that adults can work together personally and professionally.					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Focus on data-driven instructional practices within small group intervention
Then we see...	a common language model of instruction in which all teachers utilize data to create and implement daily small group intervention to establish effective teaching.

which leads to...	increased student achievement growth on weekly assessments & end of year NWEA which ensures that students are prepared for the next grade.
Budget Description	We are purchasing culturally relevant text for student use and PD materials for staff on increasing Math integration and complexity. We have sub buckets to support class visits and instructional rounds. We have extended buckets to utilize for planning.
Tags	Structure for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) Collection and analysis of lesson plans and classroom visits to ensure the implementation of CCSS. Teachers will use assessment results to create small group instruction/ lesson plans. Tags:CBE: Supports, Interventions, or Extensions (Not started) High-quality observations and feedback with coaching/mentoring of veteran & novice teachers Tags:Assessment: Monitoring Student Learning to Support Growth (Not started) Teachers will participate in professional development focused on components of small group instruction and gradual release Tags:Literacy: Shift 4-21st Century Professional Learning (Not started) Continue 5th Week Data Cycles & the monitoring of Gradebook Tags:Assessment: Balanced Assessment and Grading

Strategy 2

If we do...	Implement HOT's (higher-order thinking) questions aligned with the Depth of Knowledge (DOK) levels 3 and 4.
Then we see...	teachers providing targeted instruction to support student learning needs while students are engaged in higher leveled discussions to validate their thinking/reasoning
which leads to...	An increase in student achievement on weekly Assessments and EOY NWEA to ensure that students are college and career ready.
Budget Description	
Tags	Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Integrate weekly HOT's questions in action plans for small groups. Tags:Instruction

	<ul style="list-style-type: none"> (Not started) Share plans & student work that demonstrates HOT's skills <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences</p>
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Strategy 3

If we do...	focus on school-wide professional development that reinforces the key components of two instructional strategies (GRR & SGI)
Then we see...	a professional learning community that uses gradual release, student to student discussions, and rigorous learning tasks while connecting classroom learning to real-life experiences
which leads to...	improved REACH Teacher Evaluations (Domain 3), proficient classroom instruction and increased student achievement on weekly assessments and EOY NWEA
Budget Description	
Tags	Leadership for Continuous Improvement, Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Establish PD's courses that train/teach components of the two instructional strategies <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Teacher leaders will deliver instructional strategies PD's related to grade bands for CCSS Literacy; Math and in support of our Diverse Learners <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Increase informal/non-evaluative observations across the school by administrators, ILT and teacher peers with a focus on improving instruction (Domain 3) <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p>

Action Plan

Strategy 1

Collection and analysis of lesson plans and classroom visits to ensure the implementation of CCSS. Teachers will use assessment results to create small group instruction/ lesson plans.

Sep 15, 2020 to Jun 04, 2021 - Principal/AP

High-quality observations and feedback with coaching/mentoring of veteran & novice teachers

Sep 15, 2020 to Jun 04, 2021 - Principal/AP/ Instructional Coach

Teachers will participate in professional development focused on components of small group instruction and gradual release

Oct 01, 2020 to Jan 28, 2021 - Teachers

Continue 5th Week Data Cycles & the monitoring of Gradebook

Sep 15, 2020 to Jun 11, 2021 - Principal/AP

Strategy 2

Integrate weekly HOT's questions in action plans for small groups.

Sep 15, 2020 to Jun 04, 2021 - teachers

Share plans & student work that demonstrates HOT's skills

Oct 01, 2020 to May 06, 2021 - teachers/ ILT

Strategy 3

Establish PD's courses that train/teach components of the two instructional strategies

Sep 15, 2020 to Jan 28, 2021 - Admin/ILT

Teacher leaders will deliver instructional strategies PD's related to grade bands for CCSS Literacy; Math and in support of our Diverse Learners

Oct 01, 2020 to May 06, 2021 - Admin/ILT/ Teacher Leaders

Increase informal/non-evaluative observations across the school by administrators, ILT and teacher peers with a focus on improving instruction (Domain 3)

Sep 15, 2020 to Jun 11, 2021 - Admin/ ILT/ Teachers

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.

Parent suggestions for improvement are requested in the April newsletter where they are asked to contribute ideas to the CIWP. During the LSC's well publicized meeting held in September each year, parents are given the opportunity to review the parent and family engagement plan and policy and revise the ESSA as appropriate.

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

School-wide Intervention (Kdg-8th) is provided for all students to fill academic gaps and to increase academic achievement levels.

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.

School-wide strategies such as Gradual Release of Responsibility and Small Group Intervention are instructional methods that are strengthening our core programs.

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).

Elevate k12, SGI, and Afterschool Programming have been used to address the needs of Tier 3 and Tier 2 students. Targeted population included special education, English language learners and second grade.

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

Job Fairs, CPS Website, HR Portal, and College Recruitment are avenues in which are school attracts high-quality, highly-qualified teachers.

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.

On-going professional development happens through-out the school year. PD is delivered by the district, the network, and by teacher leaders at the school level.

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

Mireles

Academy 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. Mireles Academy has several individuals (counselor, teacher assistants, & coordinators) who works with parents on such things as parent portal, sign-ons for student software programs, etc. In addition, the school will host quarterly informational workshops for parents that will include understanding assessment reports, accessing resources to assist with homework and increase academic achievement.

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.

The Early Childhood department coordinates the parent programs for our Head Start program. Monthly meetings and parent training activities are held monthly.

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.

During opening professional development teachers have the opportunity to make decisions regarding assessments and grading to improve the instructional program and academic 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.

After-school activities begin in October and run through March for students who experience difficulty advancing.

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.

Our goal is to empower parents to become accountable partners in improving their child's progress and increasing student achievement. Parents will participate in quarterly meetings, workshops, and technology training. Topics will include literacy & math curriculum, Reading and Understanding Student Data Reports for NWEA, TRC and mClass Math, How to Access and Use Digital Resources at home, nutritional and early childhood programs.

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.

Orientation meetings will be held for parents regarding NCLB requirements and activities. Monthly meetings will be held to inform parents regarding policies and procedures of parental involvements.

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

During the fourth week of September, specifically September 24, 2020, Arnold Mireles will have its Annual Title I meeting informing parents of the requirements and our participation in the NCLB programs. The Title I Parent Advisory Committee (PAC) Organizational Meeting will also be held. Mireles will offer a number of additional PAC meetings which will meet monthly. Parents will be encouraged to attend and notified of all meetings through robo calls, yearly calendar, a monthly calendar, and flyers will be sent home with their children informing them of the date, day and times of these meetings. Our 2020 Annual Title I meeting will be Tuesday, September 24, 2020 and the PAC Organization Meeting will also be held the same day Tuesday, September 24, 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.

Grade level orientation meetings will be given for the parents in the beginning of the year in regards to the school's curriculum, the academic assessments tools used and the promotional criteria used for students achievement. In addition, teachers will hold individual grade level meetings for parents to discuss the curriculum and assessments.

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.

Arnold Mireles Academy will provide the parents with a report of their child's performance on the State & District Wide Assessments through a parent letter provided by Chicago Public Schools.

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 by letter of a teacher who is not "highly qualified" for four consecutive weeks.

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

Arnold Mireles Academy will assist parents in understanding the state's student academic achievement standards; the state's academic content standards; and the requirements of Title I. Parent workshops will be held to discuss with parents how to monitor their child's progress and how to work with educators.

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.

Arnold Mireles Academy will provide information, resources and training for the parents to assist them in working with their children to improve their child's achievement and to increase parental involvement through meetings and workshops.

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

Staff Development sessions will educate all staff to the value and contributions by parents and strategies to reach out to parents. The Parent Room will keep a volunteer binder and the principal will assign parents to work with teachers and staff in the school.

ol. The principal and parent advisory will coordinate parent programs and monitor the partnership between the parents and staff.

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.

Pre-School for All parents will participate in the parent programs and activities to further encourage and support parents in their children's education offered school wide.

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.

Arnold Mireles Academy will send information related to the school and parents programs, meetings and all other activities in English and Spanish and in understandable and uniform formats monthly through the school monthly calendar and notes to be sent 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.)

At Arnold Mireles Academy, we are committed to help all students to be encouraged, motivated, given the opportunity and support to achieve their greatest

potential through the establishment of high expectations. All language arts, use of critical thinking and problem solving skills in math, inquiry based and projected based activities in educational, technical and multicultural experiences preparing them as lifelong learners and responsible citizens in a rapidly changing global society. Students learn in a safe secure and nurturing environment in which teachers and staff model positive attitudes that promote academic success.

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 after the tenth week of school and after the 30th week of school. Wednesday, November 15, 2020 and Wednesday, April 11, 2021

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

Progress reports will be sent home every 5 weeks starting on October 6th 2020, January 8th 2021, March 9th, 2021 and on Wednesday, May 18th 2021

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

Teachers and staff will be available to parents from 8:15a.m. - 8:30a.m. (Monday's & Wednesday's) and daily during the teachers prep period. Monday through Friday in the main office or in the classrooms for consultations.

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.

After principal approval, parents may volunteer and participate (with limited times) in their child's/children's classes while their students are present in school. They will also be able to observe classroom activities during the school day with administration's approval. At the beginning of the school-year parent volunteers will receive training specific to Mireles Academy and given the guidelines and code of conduct for volunteering and visiting classrooms.

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's learning through visiting the Mireles website, conferencing with the classroom teacher regularly, through the school calendar, notes and flyers

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 decisions relating to their children's education through the monthly parent meetings held at the school and at any given time, making appointments with staff accordingly.

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).

Arnold Mireles students will share in the responsibility for their attendance, academic achievement and positive attitude by conferencing with their teachers and appropriate staff. There will be monthly attendance incentives, monthly character building assemblies, and in-class rewards to improve student achievement and promote positive attitudes.

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.

We are committed to help all students to be encouraged, motivated, given the opportunity and support to achieve their greatest potential through the establishment of high expectations.

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.	\$3385.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00

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