Parkside Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
02/07/2020	School-based participants	SEF Ratings
03/03/2020	School-based participants	Goals
02/18/2020	LSC	SEF Ratings
02/07/2020	School-based participants	Theory of Action

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Teachers are encouraged to have students vote on incentives. Students were surveyed on the impact of bringing a STEAM program to Parkside.
- 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**: The LSC has brought in agencies to partner with parents and the school around emotional intelligence (EQ). We are now in conversation with the organization Success 4U Initiative regarding start-up procedures. Facilities have been sought and supportive in cleaning the school. Classrooms have been painted, the gym room has been painted, and the school halls have been painted. We are continuing to make the building improvements as necessary.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
  - 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**: The school does not yet integrate SEL explicitly in the classroom, however, school is exploring curriculum for the upcoming school year.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence**: Parkside is moving toward more rigorous instruction. All classrooms have a curriculum. Currently, we are focusing on small group instruction. o better address small groups and differentiation,
- 3 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 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
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners

- o 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
- o 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**: School uses Network interim assessments and core curriculum unit assessments to track mastery.
- 2 - 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 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 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 2 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 2 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 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 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)

- 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 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- 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 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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 2 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 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: School is moving toward creating systemized MTSS procedures and tracking systems. Student referral process is also being developed. Additionally, an MTSS committee is being formed.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: School is beginning to focus on this area. Students will attend first College tour in May of 2020.

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**: Student/ teacher trust has improved based on feedback from teachers and students. Students more readily comply to instructor requests. Students feel open to advocate for themselves. Parkside currently has a teacher-led student voice committee.
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 3 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 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 4 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**: School has a student voice committee. School teaches using the CPS Equity Facing History curriculum.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 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 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)
  - o **Evidence**: Based on student and parent feedback, students are more oderly, students are required to have passes in the halls. School culture team is new and in the process of systemizing procedures.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 3 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**: School discipline infractions have been reduced since the 18-19 school year
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 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)
- 4 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**: Parkside is strengthening its outreach efforts. It is the goal of Parkside to continue to strengthen parent engagement and it will remain a priority area.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Depth and Breadth of Student Learning and Quality Teaching: MTSS
Root Cause 1	
Area of Critical Need 1	Depth and Breadth of Student Learning and Quality Teaching: Instruction
Root Cause 2	
Area of Critical Need 3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence
Root Cause 3	

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 Growth G3-8 (Math) Improving the quality and depth of instruction will increase students NWEA Math Growth	African American		40.00	50.00
	Overall		40.00	50.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) If we improve our MTSS procedures and provide small group instruction, Students attainment will increase	African American		45.00	50.00
	Overall		45.00	50.00
	African American		95.00	96.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate Improving College and career focus will increase students belonging and want to be in school. Improving parent's understanding of the importance of attendance will improve student attendance.	Overall		95.00	96.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Organized				4.00	5.00

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...	Develop and implement an MTSS Plan of Action, provide professional development on intervention strategies and tiering
Then we see...	teachers and staff providing universal, targeted group, and individual interventions for behavior, academics, and attendance
which leads to...	10% reduction in the achievement gap between tier 2 and tier 1 students based on district-wide assessments, 3% increase in student attendance rates, and the implementation of a strategically systemized Tier 3 referral process by June 2021.

Budget Description	Hire an MTSS interventionist, rotate MTSS into grade level meeting cycles
Tags	MTSS
Action steps	• (Not started) Develop an MTSS Team that consists of school SEL team ex. Dean, Social Worker, and Conselor. Add one teacher per grade band and include at least one ancillary staff member. Tags:MTSS • (Not started) Develop a list of MTSS school interventions for Tiers 2 and 3. These will include Edgenuity, Map Skills and Checkpoint for assessments, Reading A-Z and F&P LLI Kits Tags:MTSS • (Not started) Tier students using in-house tiering criteria that are created and agreed upon by staff. NWEA scores and unit test scores will be used to develop student baselines. Behavior and attendance TIering will also occur to tier students into tier 1 and 2. Tags: • (Not started) Create PD calendar that will scaffold training on MTSS instruction and monitoring strategies Tags: • (Not started) Hire and MTSS interventionist that will pull small groups provide professional development and monitor teacher tracking of tiered students. Tags:

Strategy 2

If we do...	Provide professional development on using performance-based instruction and using performance tasks as a form of student assessment
Then we see...	Teachers presenting multidisciplinary lessons using performance-based instruction
which leads to...	Active learning, critical thinking, and increased student ownership and understanding of learning goals and a 15% increase in NWEA assessment scores by June 2021.
Budget Description	Funding allocated toward upgrades to the science lab and grade level steam kits. Summer planning funds set aside to begin work on building performance indicators.
Tags	Instruction, STE(A)M Schools: Instructional Approach (SSS4)

Action steps	• (Not started) Create a yearlong professional development schedule around integrated instructional approaches and engagement strategies Tags:Instruction, STE(A)M Schools: Mission Driven Leadership (SSS1) • (Not started) Implement standards-based curriculum in all academic subjects aligned to current STEAM Standards Tags:STE(A)M Schools: Instructional Approach (SSS4) • (Not started) Teachers develop quarterly performance tasks and rubrics Tags: • (Not started) Create a DDI calendar to be used to monitor student growth and track progress. Tags: • (Not started) Provide PD on small group instruction. Creating shared components to small group instruction that are universal to Parkside including the use of visuals, time per group, instructional steps and use of GRR Tags:

Strategy 3

If we do...	Expose students to post-secondary awareness and knowledge increase the concrete connection between subject matter and learning objectives to college and career persistence
Then we see...	teachers providing students with opportunities to discover personal talents and skill Structural implementation of High School Investigation days, career exploration,
which leads to...	a 75% increase by June 2021, in students developing post-secondary awareness and skillsets, identifying career interests and a focus on academics, & college and career persistence as measured on the ambitious instruction measure of the 5 essentials
Budget Description	Put money toward transportation costs,
Tags	Transitions, College & Career Access, & Persistence
Action steps	• (Not started) Create a College and Career Committee incluse of the school counselor, dean, and grade band coordinators Tags:

	• (Not started) Develop a yearlong school-wide college and career plan for each grade band Tags: • (Not started) Develop college shirt day monthly along with other monthly events that can promote College and Career Readiness. Ex may include announcements. Placement of pictures of important members of career fields, and bulletin boards that focus on career fields/jobs that promote awareness of career fields beyond high school. Tags: • (Not started) Create a school-wide career day for all students to engage in career exploration. Tags: • (Not started) Create a Career experience trip calendar for all grades Tags: • (Not started) Create a Leadership Council consisting of students grades 5-8. Tags: • (Not started) Create student surveys to develop College and Career Data to track Middle school student goals and mindsets around post-secondary plans Tags:

Action Plan

Strategy 1

Develop an MTSS Team that consists of school SEL team ex. Dean, Social Worker, and Conselor. Add one teacher per grade band and include at least one ancillary staff member.

Jun 01, 2020 to Jun 01, 2020 - Assistant Principal

Develop a list of MTSS school interventions for Tiers 2 and 3. These will include Edgenuity, Map Skills and Checkpoint for assessments, Reading A-Z and F&P LLI Kits

- MTSS interventionist

Tier students using in-house tiering criteria that are created and agreed upon by staff. NWEA scores and unit test scores will be used to develop student baselines. Behavior and attendance TIering will also occur to tier students into tier 1 and 2.

- Principal

Create PD calendar that will scaffold training on MTSS instruction and monitoring strategies

-

Hire and MTSS interventionist that will pull small groups provide professional development and monitor teacher tracking of tiered students.

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Strategy 2

Create a yearlong professional development schedule around integrated instructional approaches and engagement strategies

Jun 30, 2020 to Jul 28, 2020 - Hughes

Implement standards-based curriculum in all academic subjects aligned to current STEAM Standards

Jul 13, 2020 to Jul 31, 2020 -

Teachers develop quarterly performance tasks and rubrics

Jul 13, 2020 to Jul 24, 2020 -

Create a DDI calendar to be used to monitor student growth and track progress.

-

Provide PD on small group instruction. Creating shared components to small group instruction that are universal to Parkside including the use of visuals, time per group, instructional steps and use of GRR

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Strategy 3

Create a College and Career Committee incluse of the school counselor, dean, and grade band coordinators

Jun 30, 2020 to Jul 28, 2020 - Scott, Collier,

Develop a yearlong school-wide college and career plan for each grade band

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Develop college shirt day monthly along with other monthly events that can promote College and Career Readiness. Ex may include announcements. Placement of pictures of important

members of career fields, and bulletin boards that focus on career fields/jobs that promote awareness of career fields beyond high school.

- Hughes

Create a school-wide career day for all students to engage in career exploration.

- Hughes

Create a Career experience trip calendar for all grades

-

Create a Leadership Council consisting of students grades 5-8.

-

Create student surveys to develop College and Career Data to track Middle school student goals and mindsets around post-secondary plans

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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.

The needs of Parkside Community academy are based on data from district-wide assessments, 5 Essentials, and parent and teacher feedback. During the summer the ILT analyses data to determine programs that fit the needs of our school community. Currently, we have found a need for students to be

more engaged in instruction, increase Social-emotional learning and focus on life beyond high-school. These foci will be addressed through hands-on learning, an improvement in attendance through school-wide attendance strategies and interventions and an increase in college and career knowledge which will be provided through a comprehensive College and career plan.

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

The reform that will occur at Parkside is a focus on cross-curricular content exposure to increase student's understanding of subject matter and how it plays a role beyond the classroom setting. Through student engagement, performance tasks, and horizontal alignment, we will engage students in innovative ways that will give them deeper instructional understanding and student efficacy.

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.

Parkside will shift to a more integrated approach to learning. Teachers will collaborate to design instruction that is reflective of multiple subject matters.

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).

Parkside students will engage in college and career exploration to increase student's awareness and interest in post-secondary planning.

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

Parkside applied and receives support from CPS Opportunity Schools. We will also create a hiring committee that will be inclusive of all grade bands and subject matters. Additionally, Parkside will institute teacher buddies to assist new staff with becoming acclimated to Parkside curriculum and in-house structures.

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.

Professional development planning for Parkside will ensure our school community has the tools needed to improve instruction, social-emotional learning, and mtss. These three components will be part of the ongoing professional development provided during grade-level meetings and PD days.

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

To increase parent involvement Parkside has created an events committee. This committee oversees, parent nights and students events

**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.*

Parkside will utilize verticle alignment

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.

As we develop our school-wide assessment plan, ILT members and teachers weigh in on the best way to measure student progress. Performance assessments will be a form of assessment used at Parkside going forward, however, teachers will have the opportunity to decide the structure and subject integration.

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.

Parkside's number one priority as stated in this CIWP is MTSS. In order to move all students and decrease the achievement gaps that exist between quartiles of students, will be to provide multi-tiered systems of support. This support will include professional development, student tracking, and monthly meetings, and students pull out provided by an MTSS interventionist and K-12 elevate

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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.

Coordination of said programs will happen with coordination between the parent advisory council, the school counselor and the local school council.

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.

Parkside host 2 monthly meetings for parents and the school community to get updated communication about all school policy and planning. Meetings are posted for community members to engage in meetings. Monthly parent communications is also sent home to update parents on Title 1 programs and school improvements.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will send out communication via backpack mail, produce a robot call, and post information regarding Title one program and requirements. This meeting will occur the 3rd Tuesday of the month

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

The school will discuss suggestions with school staff, LSC and Network CHief. The school will also utilize data as a form of information to make school decisions. Next, the school will provide feedback to all request based on data.

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.

Student assessments will be sent home by students. The school will utilize the school website, calendar and robocall to communicate assessment score readiness to parents.

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.

When the students are receiving instruction from a non-qualified teacher, the school will send home a letter to parents explaining the state of the classroom and plans to place highly qualified teachers into the classroom. Additionally, parents will have the opportunity to learn of detailed plans during LSC meetings.

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.

In order to help parents understand assessments, grading, and standards, all classroom teachers will host a curriculum night. During curriculum night, parents will learn how students are assessed and how the instruction and curriculum world to make students successful.

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.

During curriculum night the technology coordinator will provide training for parents in need.

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.

All teachers are required to utilize electronic communication for parents. During curriculum night, teachers review how to access electronic communication and real-time data on student progress using class Dojo.

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.

Beginning this year, Parkside began a parent mentor program. This program trained parents to be classroom volunteers. Parkside will continue providing training for parents and utilizing the services of the District Outreach Initiative to train and educate our parents.

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 documents are sent to parents in the parent's home language. Additionally, information that is sent home is posted in the office.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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.)

Parkside Community Academy creates tomorrow?s leaders, today, that are motivated to engage in rich, challenging opportunities.

Our staff maintains a high level of accountability through consistently sharing best practices to ensure that our research-based instruction is culturally relevant and promotes engaging, student-led discourse that allows for productive struggle.

Our staff fosters genuinely supportive relationships with all students. Our community has a shared responsibility to maintain a respectful environment. We are committed to restorative practices that are equitable and develop a positive growth mindset.

We build community partnerships by providing an inviting climate that establishes two-way communication and offers quality, relevant training and education to families.

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 conferences will be held in conjunction with the District calendar. Q1 on Wednesday, November 18, 2020, & Q3 on Wednesday, April 21, 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.

Parents will be encouraged and trained on accessing parent portal. Parents will also receive graded every 5 weeks. In addition to this, parents will have access to Google classroom to continuously monitor student class assignments.

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

All staff at parkside available before school, during some prep periods and after school. All parents are encouraged to make an appointment with teachers.

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

Parents are encouraged to volunteer at Parkside. Volunteer forms are provided to parents and parents utilize the leveled processes based on what parents wish to do when volunteering.

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

When parents assist in monitoring work and homework completion, the collaborative work with the teacher enhances student success. Parents will be encouraged to monitor students' assignments, assist with homework, and reach out to teachers in times of need.

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 are encouraged to participate in the school PAC and LSC meetings and participate and give feedback. Coffee with the principal will also take place quarterly to engage parents and stakeholders. Parents are also allowed to consult the principal when necessary.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are encouraged and rewarded for academic achievement, attendance, and behavior. Parkside believes in building student leadership. Student council, student voice committee, and student greeters will be the beginning of leadership development for students.

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.

It is our goal to increase parent use of parent portal by 50% by February 2020, increase parent attendance at curriculum night 30% by October 2020, and increase the number of parents enrolled in Google Classroom by 30% by February 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	$200.00

	books for parents only. Use this account for equipment with a per unit cost of less than $500.	
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$219.00
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.	$100.00
53510	**Postage** Must be used for parent and family engagement programs only.	$100.00
53306	**Software** Must be educational and for parent use only.	$300.00
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.	$300.00