

Adam Clayton Powell Paideia Community Academy ES 2020-2022 plan summary

Team

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Mahiri Anderson	Culture and Climate Lead	mlanderson@gmail.com	Has access

Team Meetings

Date	Participants	Topic
02/21/2020	ILT and PL Members	CIWP Retreat Across 2 Days

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most

- 3 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Based on work with Fulcrum, office of personalized learning and the network has allowed us to focus on spreading leadership across grade levels and content areas.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Evidence will be within grade level meetings, 1 to 1 data meetings and professional learning communities.

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
 - 2 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
 - 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:** Project Synere, Architects in the classrooms, Facing History and the Obama Foundation Service Learning projects are a few relevant curriculum resources that are being used. Classroom libraries are culturally relevant. We also have News ELA that provide complex informational text.
- 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
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback

- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 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:** Personalized learning is pushing teacher practice to ensure that all students are working within and beyond their learning path. Teacher are also using various DOK levels in their questioning of students (more in reading than math). Teacher do a better Job at monitoring student progress in reading than math. Teachers complain when diverse learners come into the general education classroom because DL students are not provided differentiated instruction..
- 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
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 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
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** We have put MTSS into practice however we lack communication with all stakeholders. We question if some grades are given due to compliance.
- 2 - MTSS
 - 2 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:** At the beginning of the school year we recruited an MTSS team. The team took the charge at every grade level to assess, provide supports & strategies for the general education students & teachers. DL students struggle in general education settings due to lack of differentiation instruction.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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:** We provide summer programs for enrichment & intervention. 80% of 8th graders get their first high school choice. We have a full time ELL teacher & fully staffed with 90% certificate teachers. Middle School 6-8 participate in Naviance.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We currently have check in / check out where Tier 3 support is provided for SEL & academics. Powell has made progress with teacher collaboration.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Powell has several Service learning for 5th -8th. Teachers also use News ELA for current events & provide discussion on improving their community.
- 2 - Physical and Emotional Safety

- 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 2 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)
- 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** We lack a culture and climate team that involves security and the behavior health team. Team meetings with students are lacking with students who need to be celebrated for citizenship.
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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:** We're in need of effective Behavior Health Team
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 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:** Schoolwide calendar reflects FACE

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
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: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	Classroom Management is inconsistent
Root Cause 1	Limited professional development of SEL
Area of Critical Need 1	
Root Cause 2	
Area of Critical Need 3	
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 Attainment G2-8 (Math) It aligns to our area of critical need for Math Attainment.	Overall		42.50	49.00
	Students with IEPs		19.90	37.90
SQRP: National School Attainment Percentile - Math (Grades 3-8) It aligns to our area of critical need for Math Attainment.	Overall		32.50	42.00
	Students with IEPs		12.50	23.00
Vision: NWEA Attainment G2 (Math) It aligns to our area of critical need for Math Attainment.	Overall		29.40	33.00
	African American		29.40	33.00
(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 Supportive Environment will to strong. By improving student to teacher trust and safety measures we will grow to at least a strong rating in supportive environment.				61.00	70.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5E Supportive Environment: Academic Personalism Teachers are expected to increase their capacity to connect with students in the classroom and support them in achieving academic goals.	70.00			75.00	80.00
5E Effective Leaders: Teacher-Principal Trust Teachers and principals share a high level of mutual trust and respect.	36.00			48.00	60.00
5E Collaborative Teachers: Teacher -Teacher Trust Teachers are supportive and respectful of one another, personally and professionally.	66.00			73.00	80.00
Department of Personalized Learning Continuum: Feedback and Reflection Feedback is a root cause. We are a PL school and want to sustain PL practices building wide	1.00	2.00		3.00	3.50
Department of Personalized Learning Continuum: Long Term Learning Path Learning Pathways are a root cause. We are a PL school and want to sustain PL practices building wide	0.00	1.00		2.00	2.50

Strategies

Strategy 1

If we do...	If we? train teachers and staff via cycles of professional learning in math...ALL stakeholders will to have a full understanding of standards and pathways...
Then we see...	Then... all stakeholders will use data to set appropriate goals and create personalized pathways for increased student attainment.
which leads to...	Which will lead... to increased growth and attainment in math according to NWEA EOY SY22.
Budget Description	Math attainment is our ultimate goal. We are creating math "destinations." Destinations will be named after countries of similar ethnic make up to our school. Students will be assessed and placed in a destination according to their current skills. Three times per week students will visit their destination. Every six weeks they will be reassessed to see if

	<p>they are ready for a new destination. Each time you enter a new destination you are celebrated with presentations, music, and food related to that country (which students have completed in social studies curriculum).</p>
<p>Tags</p>	<p>MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Preview Math Attainment math destination parties. Create momentum and excitement for changes to come the following year.</p> <p>Tags:Math: Equitable Access</p> <p>• (Not started) Select a Priority Lead who will own the accountability and support of success of this project.</p> <p>Tags:MTSS: Shared Leadership, Math: Formative Assessment</p> <p>• (Not started) Creation of the project plus it's sustainability: Over the summer the Math team will come together for three weeks of paid time to create the systems and structures required to run a successful Math Pathways/Destination Project. Phase 1: Extract the skills needed from CCSS Math standards and practices grades K-8. Phase 2: Level those skills from least complex to most complex. Phase 3: Group those skills into sets "destinations" that could be mastered within 6 weeks. Phase 4: Create Pre- and Post- assessments for each destination. Phase 5: Create a mini-scope and sequence for each destination. Phase 6: Gather suggested materials/curriculum for teaching each destination. Phase 7: Assign destinations to teachers based on strengths. Phase 8: Create system and structure for assigning destinations to students. Phase 9: Create parent communication. Phase 10: Create system and structures for students who believe they were mis-assigned. Phase 11: Create system and structures for getting kids to and from destinations. What is the best use of all adults in the building? Phase 12: Create passports. Phase 13: Create support structure for teachers. Phase 14: Create roll out plan for explaining Phases 1-13 to all stakeholders.</p> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p> <p>• (Not started) Provide clear systems and structures must be in place to support the development of this project: Systems decisions prior: Is this a weekly destination, biweekly, 3x, daily, etc. Who is included? Are we comfortable with only a certain stretch of grade levels in one room? How many teachers are available, are DL teachers teaching a destination or are they following their kids? What about extra hands in the building, are we building collective responsibility or?? The school schedule must be written to accommodate this system prior to laying it out.</p> <p>Tags:Math: Equitable Access</p>

	<ul style="list-style-type: none"> • (Not started) During Institute Week, teachers are assigned a destination. Teachers will be given the skills and any related materials to that destination and at least 3 hours of planning time to prepare for owning their destination. Tags:Math: Formative Assessment • (Not started) Assessments of new and returning students are given to students. Tags:Math: Curriculum • (Not started) Destination Projects - students grades 5-8 will be assigned a destination to learn about and create a Google Slides presentation. Additionally they will reach out to local affiliations, restaurants, etc to partner with Powell. Tags:Math: Student Discourse, Math: Curriculum • (Not started) Assessment of new students and returning students are graded. Students are then placed in their most reliable destination. Tags:Math: Formative Assessment, Math: Equitable Access • (Not started) Schedule is created for destination 1. Students are informed of where they will be and when to go there. Tags:MTSS: Fidelity of Implementation, Math: Rigorous Tasks • (Not started) Students begin Math destinations with the purpose to build routines. Tags:Math: Curriculum • (Not started) Destination 1 8th Week check for understanding. Determine who is moving who is not for the last 5 week section? Tags:MTSS: Curriculum & Instruction • (Not started) Schedule is created for destination 2. Students are informed of where they will be and when to go there. Repeating in cycles of ten weeks. Assessment tools are used to assess student success, Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access
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Strategy 2

If we do...	If we? support all stakeholders in cycles of professional development around best practices related to the implementation AND maintenance of a Powell SEL common framework/best practices.
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Then we see...	Then... all stakeholders will relate behavior and discipline to SEL needs, and prioritize development to growing SEL competencies.
which leads to...	Which will lead... decreased incidences of discipline, less classroom level disruptions, and student academic capacity by end of SY22
Budget Description	Culture and climate is a strong need at Powell. We have a lot of "old school" teachers who struggle with restoration of relationships post an outburst in class especially if they've felt disrespected. Focusing on staff development here is a necessary first step to best changing our culture and climate school wide.
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Select, purchase, and ship (to homes) PLC book for whole school relating behavior to a communication of need. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Train the trainer mode for the book study. The ILT schedules a session of review for selected chapters in the book, then leads that same review with a group of assigned teachers through teleconferencing. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Phase 1 - create the big rocks for teacher/student development in common SEL practices. Phase 2 - create the PD experiences for inservice PD. Phase 3 - create the follow up experiences and PD opportunities. Phase 4 - create 360 survey to provide data and determine how we will engage all stakeholders. Phase 5 - plan for the naysayers and troubleshoot potential roadblocks. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) PD on expectations, communication, and implementation of Powell SEL common framework. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Administer BOY 360 survey for the first time Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Phase 1 - ILT steps back and reflects on progress towards vision thus far. Review discipline data. Phase 2 - Tier teachers for needed support. Phase

3 - Create support PD for each tier. Phase 4 - Distribute duties, who is supporting each tier? Phase 5 - Administer PD.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Administer MOY 360 survey

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Phase 1 - ILT steps back and reflects on progress towards vision thus far. Review discipline data. Phase 2 - Tier teachers for needed support. Phase 3 - Create support PD for each tier. Phase 4 - Distribute duties, who is supporting each tier? Phase 5 - Administer PD.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) ILT steps back on school based data of discipline incidences and classroom discussions. Team reflects, and makes recommendations to continue to grow for the following year.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) All students will show growth on the SEL 360 survey in 3 or more SEL competencies.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Review and reflect on EOY data, how and where did we grow? Why? Where did we not? Why? What do we need to change about the content or structure of the survey to better suit our needs and wonderings? What do we need to change about the structure of the survey to better fit the needs of our parents, students, and staff?

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) BOY survey

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Phase 1 - ILT steps back and reflects on progress towards vision thus far. Review discipline data. Phase 2 - Tier teachers for needed support. Phase

3 - Create support PD for each tier. Phase 4 - Distribute duties, who is supporting each tier? Phase 5 - Administer PD.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) BOY data review and strategic planning.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment

- (Not started) Administer Midyear 360 Survey

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Step back from MOY data. Where have we grown? Why? Where have we not? Why? How do we move forward?

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) All students will show growth on the SEL 360 survey in 3 or more SEL competencies.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) ILT steps back on school based data of discipline incidences and classroom discussions. Team reflects, and makes recommendations to continue to grow for the following year.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Students will participate in a quarterly Discipline Assembly.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Discipline posters will be displayed around the building.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) There will be weekly meetings with the Security team.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

	<ul style="list-style-type: none"> (Not started) All staff will teach, model and reinforce clear behavioral expectations for all areas of the school. <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Students will receive minimal punitive consequences towards behavioral change. <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Students and staff will receive clarified criteria for office referrals vs classroom managed behaviors. <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) There will be the establishment and maintain Detention/In School Suspension. <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p>
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Strategy 3

If we do...	If we provide REACH / Charlotte Danielson cycle of professional learning to ALL stakeholders on how to consistently receiving and giving quality feedback.
Then we see...	Then... all stakeholders will anticipate and appreciate feedback as an opportunity to continuously improve our practices and learnings.
which leads to...	Which will lead... all stakeholders are able to give and receive feedback. Every classroom will highly score on the Department of Personalization Implementation Continuum in Feedback. Institutional Trust will increase on the 5 Essential Survey by EOY SY22.
Budget Description	
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) Weekly SEL meeting: Identify MTSS strengths, areas of improvement, prioritize and implement solutions based on formal/informal observations, Staff roundtable discussions <p>Tags: Leadership for Continuous Improvement</p>

- (Not started) Review staff surveys, Dashboard data, staff EOY exit interviews: Align individual professional goals with overall school needs. Identify and conduct strategic, collective professional and differentiated professional developments

Tags:Leadership for Continuous Improvement

- (Not started) Individual staff surveys: Identify individual goals and development of Professional Development plans to check alignment with school goals

Tags:Leadership for Continuous Improvement

- (Not started) Present results of Peer observations: Identify strengths, areas of improvement and next steps individually and/or collectively

Tags:Leadership for Continuous Improvement

- (Not started) Teachers and students review and update NWEA goal setting contracts based on MOY scores: Identify strengths, areas of improvement and next steps individually and/or collectively (T2S Feedback)

Tags:Leadership for Continuous Improvement

- (Not started) Establish schedules and teacher clusters for Peer Observations: Staff, Teachers and Administration will develop schedule(s) to conduct peer observations to develop personal areas of instructional and classroom culture growth, as well as tracking Glows & Grows with T2S conversations and T2T-established criteria

Tags:Leadership for Continuous Improvement

- (Not started) Establish criteria for Student Voice Committee and election Introduce criteria for Student Voice Committee candidacy and election to students in classroom Conduct classroom/grade-band ?Primary? elections Conduct final Student Voice Committee elections on Election Day/Election Week: Students will ultimately have a representative body that can constructively provide input for designated events, as well as, present issues of concern (S2S Feedback)

Tags:Leadership for Continuous Improvement

- (Not started) Teachers and students establish NWEA goal setting contracts: Teachers and students establish instructional goals based on NWEA BOY scores to establish collective learning accountability (T2S Feedback)

Tags:Leadership for Continuous Improvement

- (Not started) Weekly SEL meeting: Identify MTSS strengths, areas of improvement, prioritize and implement solutions based on formal/informal observations, Staff roundtable discussions

Tags:Leadership for Continuous Improvement

- (Not started) Weekly staff MTSS roundtable including admin and security representatives, 30 minutes: Staff-driven conversation for school-wide problem-solving to discuss what's working, needs improvements, identify expertise & resources, and next steps. Administration guides conversations as needed to direct next steps and solution alignment. Dedicated opportunity to develop T2T/S2S(Teacher to Teacher/Staff to Staff) and A2T/A2S (Administration to Teacher/ Administration to Staff) relationships

Tags:Leadership for Continuous Improvement

- (Not started) Review suggested exemplars for Proficient and Excellent Charlotte Danielson artifacts for Teachers during PD's: Present unexhaustive list of exemplars to facilitate discussion and reflection of instruction planning and professional responsibilities among teachers and administration. Teachers and Administration can identify strengths, areas of improvement, and action plans informally and formally

Tags:Leadership for Continuous Improvement

- (Not started) Introduction and adoption of school wide meeting agenda format: Agenda shared with staff for note-taking, establishes meeting norms, time allotments, meeting review that asks for feedback on what went well, what should change, suggestion/what we should prescribe for the next meeting of the group

Tags:Leadership for Continuous Improvement

- (Not started) Oversee and conduct nominations for Culture & Climate Committee and review preliminary goals: Evaluate and implement school-wide Behavior management system that includes Restorative Conversations and "Menu System" of feedback to develop T2S/S2S(Teacher to Students/Staff to Students) relationships

Tags:Leadership for Continuous Improvement

- (Not started) Oversee and conduct nominations for staff Social Committee and review preliminary goals: Celebrate staff birthdays monthly, create social events, establish bank and collect dues in order to acknowledge staff, build camaraderie

Tags:Leadership for Continuous Improvement

- (Not started) Staff team-building retreat or video-conference series: Reveal and develop common points of social/emotional reference among staff so that staff develop and deepen relationships and sense of camaraderie.

Tags:Leadership for Continuous Improvement

Strategy 4

If we do...	If we? revise and define current roles and responsibilities to reflect the needs of our students, share them with staff, and hold individuals responsible for their roles.
Then we see...	Then... staff will have a solid understanding of how they contribute to student success and will fulfill their role and responsibility to the best of their ability.
which leads to...	Which will lead... increased student attainment in focus areas (math and DL math). Increased staff collective responsibility. Increased staff effectiveness by EOY SY22.
Budget Description	
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) Improve the staffing need by determine what roles and responsibilities are specifically needed to improve math instruction Tags:Leadership for Continuous Improvement (Not started) Develop a professional development plan to be used for the years 2020-2021 & 2021-2022 that is aligned to the school's priorities. Develop partnerships with Colleges, business, and other community members to promote enrichment opportunities in Stem: To enhance math instruction to improve student understanding of concepts for real world application. Tags:Leadership for Continuous Improvement (Not started) During institute week all employees will receive complete transparency regarding roles and responsibilities specifically for math instruction. Staff sign up for various leadership teams, ex.ILT, mentor teachers, data team, family liaison, ELA, Math, so that each person has an equity in voice: School-wide structures ensures that professional development is ongoing, job-embedded and relevant to school priorities. Tags:Leadership for Continuous Improvement (Not started) Review MOY data. Where have we grown? Why? Where have we not? Why? How do we move forward? Redefine roles and responsibilities of staff create small group instruction Tags:Leadership for Continuous Improvement

Strategy 5

If we do...	If we? create an innovative staffing model that best supports the needs and priorities of our students and school.
Then we see...	Then... staff will be utilized daily in ways that best support student outcomes.

which leads to...	Which will lead... to children feeling safer, increase instructional minutes for every child, and lead to better purpose driven work by EOY SY22.
Budget Description	
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> • (Not started) Provide professional development to strengthen the roles and responsibilities for SECAs who will be assigned to classrooms in order to productively support the weaknesses of students in same classrooms. Tags:Leadership for Continuous Improvement • (Not started) Provide School wide professional development using CHAMPs Model. Involve all staff with role clear roles and responsibilities as it relates to climate and culture Tags:Leadership for Continuous Improvement • (Not started) Provide professional development to strengthen the roles and responsibilities for school security and other support staff members who will be assigned to provide CICO assistance to students who is in need of SEL support. Tags:Leadership for Continuous Improvement • (Not started) Embedded professional development into school wide meetings, grade level meets and culture and climate meetings with data that reflects staff and students survey. Quarterly All Staff Meeting - to disseminate information concerning student growth, next steps, PL, SEL, DL, MTSS, CICO levels of achievement Tags:Leadership for Continuous Improvement • (Not started) Pair new and existing teachers with teacher (Minimum Proficient) with classroom management to ensure that teachers who struggle in the area are supported. Tags:Leadership for Continuous Improvement • (Not started) Provide an educational setting for collaborative team teaching by allowing for shared leadership via staff leading professional learning Tags:Leadership for Continuous Improvement • (Not started) Daily Calm Classroom/morning announcement to be implemented at 9:15am Tags:OSEL: Supportive Classroom Environment

- (Not started) Identify students who are in need of CICO support. Assign staff members who will be utilized for CICO.

Tags:Leadership for Continuous Improvement, MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment

- (Not started) Staff members who exhibit strong math competencies will work with students during after school programs to provide tutoring.

Tags:Leadership for Continuous Improvement, MTSS: Curriculum & Instruction, Math: Curriculum

- (Not started) Security staff will be assigned to each floor to closely support and monitor the transitioning of students to and from classes.

Tags:Leadership for Continuous Improvement, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Teacher led Bi-weekly data review in all grade level meetings.

Tags:Leadership for Continuous Improvement

- (Not started) Review/Revise 1-2 MTSS strategies to support results for students at any Tier level .

Tags:Leadership for Continuous Improvement, MTSS: Curriculum & Instruction

- (Not started) Powell Academy in-house created Staff Survey .. to give a platform to express/voice for levels of needs satisfaction, next steps.

Tags:Leadership for Continuous Improvement

- (Not started) Work to incorporate staff needs and next steps based on surveys

Tags:Leadership for Continuous Improvement

- (Not started) Incorporate students' needs / satisfaction with staff

Tags:Leadership for Continuous Improvement

- (Not started) Revisit student and teaching staffing needs

Tags:Leadership for Continuous Improvement

- (Not started) Determine if we are we meeting our desired goals and targets?

Tags:Leadership for Continuous Improvement

	<ul style="list-style-type: none"> • (Not started) Review individualize student reports from ed-tech program(s) for Personalized Learning to determine if goals are being achieved. <p>Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) Planning pd's for end of year that would enhance our learning paths. <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Quarterly celebrations as to what has been achieved. <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) Repeat Cycles of learning and growing <p>Tags:Leadership for Continuous Improvement</p>
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Action Plan

Strategy 1

Preview Math Attainment math destination parties. Create momentum and excitement for changes to come the following year.

Jun 30, 2020 to Jun 30, 2020 - PL Team

Select a Priority Lead who will own the accountability and support of success of this project.

Jun 30, 2020 to Jun 30, 2020 - Math Team

Creation of the project plus it's sustainability: Over the summer the Math team will come together for three weeks of paid time to create the systems and structures required to run a successful Math Pathways/Destination Project. Phase 1: Extract the skills needed from CCSS Math standards and practices grades K-8. Phase 2: Level those skills from least complex to most complex. Phase 3: Group those skills into sets "destinations" that could be mastered within 6 weeks. Phase 4: Create Pre- and Post- assessments for each destination. Phase 5: Create a mini-scope and sequence for each destination. Phase 6: Gather suggested materials/curriculum for teaching each destination. Phase 7: Assign destinations to teachers based on strengths. Phase 8: Create system and structure for assigning destinations to students. Phase 9: Create parent communication. Phase 10: Create system and structures for students who believe they were mis-assigned. Phase 11: Create system and structures for getting kids to and from destinations. What is the best use of all adults in the building? Phase 12: Create passports. Phase 13: Create support structure for teachers. Phase 14: Create roll out plan for explaining Phases 1-13 to all stakeholders.

Jun 30, 2020 to Aug 01, 2020 - Math Team, PL Team

Provide clear systems and structures must be in place to support the development of this project: Systems decisions prior: Is this a weekly destination, biweekly, 3x, daily, etc. Who is included? Are we comfortable with only a certain stretch of grade levels in one room? How many teachers are available, are DL teachers teaching a destination or are they following their kids? What about extra hands in the building, are we building collective responsibility or?? The school schedule must be written to accommodate this system prior to laying it out.

Jun 30, 2020 to Aug 15, 2020 - PL Team, Admin Team

During Institute Week, teachers are assigned a destination. Teachers will be given the skills and any related materials to that destination and at least 3 hours of planning time to prepare for owning their destination.

Aug 31, 2020 to Sep 04, 2020 - Teachers

Assessments of new and returning students are given to students.

Sep 07, 2020 to Sep 18, 2020 - Teachers

Destination Projects - students grades 5-8 will be assigned a destination to learn about and create a Google Slides presentation. Additionally they will reach out to local affiliations, restaurants, etc to partner with Powell.

Sep 07, 2020 to Sep 25, 2020 - Teachers and Social Studies Teachers

Assessment of new students and returning students are graded. Students are then placed in their most reliable destination.

Sep 14, 2020 to Sep 28, 2020 - Teachers

Schedule is created for destination 1. Students are informed of where they will be and when to go there.

Sep 18, 2020 to Sep 18, 2020 - Priority Lead

Students begin Math destinations with the purpose to build routines.

Sep 20, 2020 to Oct 18, 2020 - Teachers

Destination 1 8th Week check for understanding. Determine who is moving who is not for the last 5 week section?

Oct 25, 2020 to Oct 25, 2020 - Teachers give, students take

Schedule is created for destination 2. Students are informed of where they will be and when to go there. Repeating in cycles of ten weeks. Assessment tools are used to assess student success,

Nov 09, 2020 to Jun 17, 2022 - All

Strategy 2

Select, purchase, and ship (to homes) PLC book for whole school relating behavior to a communication of need.

May 04, 2020 to May 15, 2020 - Principal

Train the trainer mode for the book study. The ILT schedules a session of review for selected chapters in the book, then leads that same review with a group of assigned teachers through teleconferencing.

May 04, 2020 to Jun 30, 2020 - ILT leads All teachers participate

Phase 1 - create the big rocks for teacher/student development in common SEL practices. Phase 2 - create the PD experiences for inservice PD. Phase 3 - create the follow up experiences and PD opportunities. Phase 4 - create 360 survey to provide data and determine how we will engage all stakeholders. Phase 5 - plan for the naysayers and troubleshoot potential roadblocks.

Jun 30, 2020 to Jul 31, 2020 - ILT

PD on expectations, communication, and implementation of Powell SEL common framework.

Aug 31, 2020 to Sep 04, 2020 - ILT

Administer BOY 360 survey for the first time

Sep 07, 2020 to Sep 21, 2020 - Students take. Parents take. Teachers administer and take.

Phase 1 - ILT steps back and reflects on progress towards vision thus far. Review discipline data. Phase 2 - Tier teachers for needed support. Phase 3 - Create support PD for each tier. Phase 4 - Distribute duties, who is supporting each tier? Phase 5 - Administer PD.

Oct 05, 2020 to Oct 12, 2020 - ILT Phases 1-4. All staff Phase 5

Administer MOY 360 survey

Jan 11, 2021 to Jan 18, 2021 - Students take. Parents take. Teachers administer and take.

Phase 1 - ILT steps back and reflects on progress towards vision thus far. Review discipline data. Phase 2 - Tier teachers for needed support. Phase 3 - Create support PD for each tier. Phase 4 - Distribute duties, who is supporting each tier? Phase 5 - Administer PD.

Feb 07, 2021 to Feb 21, 2021 - ILT Phases 1-4. All staff Phase 5

ILT steps back on school based data of discipline incidences and classroom discussions. Team reflects, and makes recommendations to continue to grow for the following year.

Jun 14, 2021 to Jun 21, 2021 - ILT + Culture and Climate Team

All students will show growth on the SEL 360 survey in 3 or more SEL competencies.

May 31, 2021 to Jun 04, 2021 - Students take. Parents take. Teachers administer and take.

Review and reflect on EOY data, how and where did we grow? Why? Where did we not? Why? What do we need to change about the content or structure of the survey to better suit our needs and wonderings? What do we need to change about the structure of the survey to better fit the needs of our parents, students, and staff?

Jul 05, 2021 to Jul 26, 2021 - Culture and Climate Committee

BOY survey

Sep 06, 2021 to Sep 20, 2021 - Students take. Parents take. Teachers administer and take.

Phase 1 - ILT steps back and reflects on progress towards vision thus far. Review discipline data. Phase 2 - Tier teachers for needed support. Phase 3 - Create support PD for each tier. Phase 4 - Distribute duties, who is supporting each tier? Phase 5 - Administer PD.

Oct 04, 2021 to Oct 18, 2021 - ILT Phases 1-4. All staff Phase 5

BOY data review and strategic planning.

Sep 20, 2021 to Sep 27, 2021 - Culture and Climate team

Administer Midyear 360 Survey

Jan 10, 2022 to Jan 17, 2022 - Students take. Parents take. Teachers administer and take.

Step back from MOY data. Where have we grown? Why? Where have we not? Why? How do we move forward?

Jan 31, 2022 to Feb 04, 2022 - Culture and Climate team

All students will show growth on the SEL 360 survey in 3 or more SEL competencies.

Jun 06, 2022 to Jun 13, 2022 - Students take. Parents take. Teachers administer and take.

ILT steps back on school based data of discipline incidences and classroom discussions. Team reflects, and makes recommendations to continue to grow for the following year.

Jun 20, 2022 to Jun 24, 2022 - ILT + Culture and Climate Team

Students will participate in a quarterly Discipline Assembly.

Sep 13, 2020 to Apr 18, 2022 - ILT + Culture and Climate Team

Discipline posters will be displayed around the building.

Aug 02, 2020 to Aug 31, 2020 - Culture and Climate Team

There will be weekly meetings with the Security team.

Sep 08, 2020 to Jun 17, 2022 - Assistant Principal + Culture and Climate Team

All staff will teach, model and reinforce clear behavioral expectations for all areas of the school.

Sep 06, 2020 to Jun 20, 2022 - All Staff

Students will receive minimal punitive consequences towards behavioral change.

Sep 08, 2020 to Jun 17, 2022 - All Staff and Students

Students and staff will receive clarified criteria for office referrals vs classroom managed behaviors.

Sep 14, 2020 to Jun 17, 2022 - All Staff and Students

There will be the establishment and maintain Detention/In School Suspension.

Sep 08, 2020 to Jun 17, 2022 - Assistant Principal and Culture and Climate Team

Strategy 3

Weekly SEL meeting: Identify MTSS strengths, areas of improvement, prioritize and implement solutions based on formal/informal observations, Staff roundtable discussions

Aug 17, 2020 to Jun 30, 2021 - ILT

Review staff surveys, Dashboard data, staff EOY exit interviews: Align individual professional goals with overall school needs. Identify and conduct strategic, collective professional and differentiated professional developments

Jun 30, 2020 to Jun 30, 2021 - Continuous Improvement, ILT, Administration

Individual staff surveys: Identify individual goals and development of Professional Development plans to check alignment with school goals

Feb 08, 2021 to Mar 08, 2021 - Continuous Improvement, ILT, Administration

Present results of Peer observations: Identify strengths, areas of improvement and next steps individually and/or collectively

Apr 04, 2021 to May 03, 2021 - Staff

Teachers and students review and update NWEA goal setting contracts based on MOY scores: Identify strengths, areas of improvement and next steps individually and/or collectively (T2S Feedback)

Jan 01, 2021 to Jan 31, 2021 - Teachers, SEL, Administration

Establish schedules and teacher clusters for Peer Observations: Staff, Teachers and Administration will develop schedule(s) to conduct peer observations to develop personal areas of instructional and classroom culture growth, as well as tracking Glows & Grows with T2S conversations and T2T-established criteria

Dec 01, 2020 to Jan 04, 2021 - Continuous Improvement Team, Administration, Culture & Climate Committee, Staff

Establish criteria for Student Voice Committee and election Introduce criteria for Student Voice Committee candidacy and election to students in classroom Conduct classroom/grade-band ?Primary? elections Conduct final Student Voice Committee elections on Election Day/Election Week: Students will ultimately have a representative body that can constructively provide input for designated events, as well as, present issues of concern (S2S Feedback)

Nov 02, 2020 to Dec 07, 2020 - Charles, Anderson, Battle, Wilford*

Teachers and students establish NWEA goal setting contracts: Teachers and students establish instructional goals based on NWEA BOY scores to establish collective learning accountability (T2S Feedback)

Oct 01, 2020 to Oct 31, 2020 - Teachers, SEL, Administration

Weekly SEL meeting: Identify MTSS strengths, areas of improvement, prioritize and implement solutions based on formal/informal observations, Staff roundtable discussions

Sep 07, 2020 to Jun 30, 2021 - SEL Team, Administration

Weekly staff MTSS roundtable including admin and security representatives, 30 minutes: Staff-driven conversation for school-wide problem-solving to discuss what's working, needs improvements, identify expertise & resources, and next steps. Administration guides conversations as needed to direct next steps and solution alignment. Dedicated opportunity to develop T2T/S2S (Teacher to Teacher/Staff to Staff) and A2T/A2S (Administration to Teacher/Administration to Staff) relationships

Sep 01, 2020 to Jun 21, 2021 - Continuous Improvement Team

Review suggested exemplars for Proficient and Excellent Charlotte Danielson artifacts for Teachers during PD's: Present unexhaustive list of exemplars to facilitate discussion and reflection of instruction planning and professional responsibilities among teachers and administration. Teachers and Administration can identify strengths, areas of improvement, and action plans informally and formally

Aug 03, 2020 to Oct 30, 2020 - Continuous Improvement Team, Administration

Introduction and adoption of school wide meeting agenda format: Agenda shared with staff for note-taking, establishes meeting norms, time allotments, meeting review that asks for feedback on what went well, what should change, suggestion/what we should prescribe for the next meeting of the group

Aug 01, 2020 to Aug 31, 2020 - Continuous Improvement Team

Oversee and conduct nominations for Culture & Climate Committee and review preliminary goals: Evaluate and implement school-wide Behavior management system that includes Restorative Conversations and "Menu System" of feedback to develop T2S/S2S (Teacher to Students/Staff to Students) relationships

Aug 01, 2020 to Aug 31, 2020 - Continuous Improvement, SEL Team, Administration

Oversee and conduct nominations for staff Social Committee and review preliminary goals: Celebrate staff birthdays monthly, create social events, establish bank and collect dues in order to acknowledge staff, build camaraderie

Aug 01, 2020 to Aug 31, 2020 - Continuous Improvement, SEL Team, Administration

Staff team-building retreat or video-conference series: Reveal and develop common points of social/emotional reference among staff so that staff develop and deepen relationships and sense of camaraderie.

Jul 01, 2020 to Jul 31, 2020 - Continuous Improvement, SEL, Administration

Strategy 4

Improve the staffing need by determine what roles and responsibilities are specifically needed to improve math instruction

Jul 06, 2020 to Jul 31, 2020 - ILT

Develop a professional development plan to be used for the years 2020-2021 & 2021-2022 that is aligned to the school's priorities. Develop partnerships with Colleges, business, and other community members to promote enrichment opportunities in Stem: To enhance math instruction to improve student understanding of concepts for real world application.

Jul 01, 2020 to Aug 03, 2020 - ILT

During institute week all employees will receive complete transparency regarding roles and responsibilities specifically for math instruction. Staff sign up for various leadership teams, ex.ILT, mentor teachers, data team, family liaison, ELA, Math, so that each person has an equity in voice: School-wide structures ensures that professional development is ongoing, job-embedded and relevant to school priorities.

Aug 31, 2020 to Sep 04, 2020 - Math Team

Review MOY data. Where have we grown? Why? Where have we not? Why? How do we move forward? Redefine roles and responsibilities of staff create small group instruction

Feb 01, 2021 to Feb 19, 2021 - ILT

Strategy 5

Provide professional development to strengthen the roles and responsibilities for SECAs who will be assigned to classrooms in order to productively support the weaknesses of students in same classrooms.

Aug 31, 2020 to Sep 04, 2020 - ILT, Case Manager

Provide School wide professional development using CHAMPs Model. Involve all staff with role clear roles and responsibilities as it relates to climate and culture

Aug 31, 2020 to Sep 04, 2020 - ILT, Culture and Climate Team

Provide professional development to strengthen the roles and responsibilities for school security and other support staff members who will be assigned to provide CICO assistance to students who is in need of SEL support.

Aug 30, 2021 to Sep 03, 2021 - Assistant Principal, Counselor

Embedded professional development into school wide meetings, grade level meets and culture and climate meetings with data that reflects staff and students survey. Quarterly All Staff Meeting - to disseminate information concerning student growth, next steps, PL, SEL, DL, MTSS, CICO levels of achievement

Aug 31, 2020 to Jun 30, 2022 - Staff

Pair new and existing teachers with teacher (Minimum Proficient) with classroom management to ensure that teachers who struggle in the area are supported.

Aug 31, 2020 to Jul 25, 2022 - Admin

Provide an educational setting for collaborative team teaching by allowing for shared leadership via staff leading professional learning

Aug 31, 2020 to Jun 17, 2022 - ILT, Admin

Daily Calm Classroom/morning announcement to be implemented at 9:15am

Sep 08, 2020 to Jun 17, 2022 - Staff and Students

Identify students who are in need of CICO support. Assign staff members who will be utilized for CICO.

Sep 08, 2020 to Jun 17, 2022 - Counselor, Staff

Staff members who exhibit strong math competencies will work with students during after school programs to provide tutoring.

Aug 31, 2020 to Jun 17, 2022 - ILT, Admin

Security staff will be assigned to each floor to closely support and monitor the transitioning of students to and from classes.

Aug 31, 2020 to Jun 17, 2022 - Assistant Principal + Culture and Climate Team

Teacher led Bi-weekly data review in all grade level meetings.

Sep 15, 2020 to Jun 10, 2022 - Teachers, Admin

Review/Revise 1-2 MTSS strategies to support results for students at any Tier level .

Oct 05, 2020 to Jun 10, 2022 - Teachers, Admin

Powell Academy in-house created Staff Survey .. to give a platform to express/voice for levels of needs satisfaction, next steps.

Aug 31, 2020 to Jun 17, 2022 - Staff

Work to incorporate staff needs and next steps based on surveys

Aug 31, 2020 to Jun 17, 2022 - Staff, Admin

Incorporate students' needs / satisfaction with staff

Sep 14, 2020 to Jun 17, 2022 - Staff and Students

Revisit student and teaching staffing needs

Sep 14, 2020 to Jun 17, 2022 - Admin + ILT

Determine if we are we meeting our desired goals and targets?

Oct 05, 2020 to Jun 17, 2022 - Admin + ILT

Review individualize student reports from ed-tech program(s) for Personalized Learning to determine if goals are being achieved.

Sep 21, 2020 to Jun 10, 2022 - Teachers during GLM

Planning pd's for end of year that would enhance our learning paths.

Jul 20, 2020 to Jun 10, 2022 - Admin + ILT

Quarterly celebrations as to what has been achieved.

Nov 02, 2020 to Jun 17, 2022 - Staff and Students

Repeat Cycles of learning and growing

Aug 10, 2020 to Jun 17, 2022 - ILT, Admin

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.

Powell provides Beginning of the Year, Middle of the Year and End of the Year and quarterly assessments. Powell also provide progress monitoring for students who are not academically proficient according to national and local assessments.

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

Powell has a comprehensive MTSS plan that supports students academically and socially. All staff and students are included in the plan.

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.

Powell has an instructionally leadership team that works with all staff members to ensure that they are prepared to work with students academically and socially.

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).

Powell has certified teachers who work with students during the day and after school. Powell also provide enrichment and academic enhancement to all students K - 8th.

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

100% of Powell teachers are certified in the area they teach. Teachers at Powell are attracted to the on going teaching and learning that is provided to teachers and staff.

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.

Powell is a personalized learning school where 50% of the teacher and staff learning is dedicated to the development of teachers in the area of personalized learning.

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

Powell host various parent learning opportunities throughout the school year to provide parents with strategies on how to be engaged with their children as well as the school.

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.

SY20 was Powell's first year for PreK. The PreK teachers are included in all professional learning. PreK and kindergarten teachers collaborate at least once a week to prepare PreK students for the transition.

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.

Powell has an ILT that works with teachers to determine teaching and learning for Powell. Powell teachers also collaborate at least once a week where they focus on students data and progress.

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.

Powell is a personalized learning school that requires student and teacher accountability academically and socially. Students move through a learning continuum based on their academic needs.

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.

Powell works within the guidelines of spending funds based on the needs of the students. Students are referred from teachers and staff.

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.

Members of the Parent Advisory Council and the Local School Council present during Open House at the beginning of the school year to describe and explain the curriculum, academic assessment tools used to measure student progress and proficiency levels that students are expected to meet. These endeavors are reiterated during Report Card Pick Up days. The school counselor, social worker, Safe School, Healthy Students program, PAC and LSC all work together to provide proper descriptions, explanations and notifications.

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

At the beginning of the year during Open House, members of the Local School Council (LSC) and the Parent Advisory Council (PAC) advertise about the school's participation in NCLB, Title I programs and to explain the Title I requirements and their rights to be involved in the Title I programs. Parent Advisory and Local School Council members meet on a monthly basis to discuss and participate in Title I programs. The aforementioned councils and administration send flyers home every month, one week before the LSC meeting and a reminder flyer a day before the meeting to ensure timely and sufficient notification. NCLB Title I meetings are held during the Report Card Pick-Up days. The community is also notified via an outgoing recorded voice message about the NCLB Title I meetings.

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.

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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.

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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.

Adam Clayton Powell, Jr. Paideia Academy does not have any teacher on staff that is not highly qualified as defined in the Title 1 Final Regulations. Powell administration will not hire a teacher that is not highly qualified according to the Title I Final Regulations. In keeping with CPS hiring policy, Powell does not hire any teacher that has not been cleared through the CPS HR screening process and listed on the CPS HR Candidate website.

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.

Members of the Parent Advisory Council and the Local School Council are present during Open House at the beginning of the school year to describe and explain the curriculum, academic assessment tools used to measure student progress and proficiency levels that students are expected to meet. These endeavors are reiterated during Report Card Pick-Up Days, quarterly grade-level parent meetings, MTSS parent meetings, Special Education (IEP) meetings. School administration, school counselor/case manager, social worker, LSC and PAC all work together to provide proper descriptions, explanations and notifications.

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.

Powell provides information, resources, materials and trainings including literacy training and technology, as appropriate to assist parents in working with their children to improve academic achievement through an Introduction to the basis of literacy development during Kindergarten Orientation-Brochures/ packets of information concerning parental role in the literacy development of their child distributed to parents during Kindergarten Orientation, Open House, Report Card Pick Up Days and parent-teacher conferences, Family Literacy Night during the school year- Book giveaways during kindergarten and Family Literacy Night. Open House presentation made by academic coaches and parent/student password distribution during Open House and Report Card Pick-Up Days, weekly parent-teacher conferences conducted face-to-face, via phone or emails, Parent Literacy Corner information in Grade level newsletters distributed every month, weekly student homework logs and student projects, Family Math and Science Night during the school year and the Family Fine Arts and Physical Education Night.

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.

Teachers during Teacher Institute Days, Professional Development Days and grade level team meetings will be provided with professional development by the administration, school leadership team, academic coaches, Safe Schools, Healthy Students program coordinator, the PAC facilitator and other parent action organization such as the PTA/PTO on the value and utility of contributions by parents and the importance of making parents partners in the education of their children. This is also reiterated during the College and Career Readiness Parent meetings, Multi-Tiered Intervention Team meetings, Special Education (IEP) meetings, and community meetings with parents.

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.

Powell Academy has a pre-school program and will assist and partner with local pre-school and daycare centers to integrate parent programs and activities- Early Literacy, Math Basics and Character Education so the children in their care are prepared for kindergarten at Powell Academy.

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.

The school through the Principal's Back-to-School Letter in the student agenda books and student/parent handbook, grade level monthly newsletters, quarterly school newsletters, Academic Coaches newsletters, the school website, Principal's Monthly Reports to the Local School Council ensure information related to the school and parent involvement is sent to parents. Principal's Academic Preparation Letter to

Parents and the Principal's State of the School
Address Report provides written notices about the school's academic status identification, school and parent programs, meetings and other activities to parents of each student that is easily understood by Powell parents. . CPS communication is distributed to Spanish-speaking parents and students.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

<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>

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

<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)

NA

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The mission of Adam Clayton Powell, Jr., Paideia Academy is to provide a quality education that enhances the development of the whole child. The Powell family promotes mutual respect, self-esteem, an appreciation for learning, and fosters high expectations to achieve academic achievement. We are dedicated to providing a positive learning environment conducive to maximizing the potential for all students utilizing an innovative, rigorous data-driven curriculum that includes best practices, critical thinking and respect for diverse learning styles.

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-teachers are held in accordance to the district's calendar. Parents will have an opportunity to meet privately with their child's teacher to discuss academic performance and how they may partner and support the teacher in insuring the student's ultimate success.

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 receive progress reports in accordance with the dates prescribed by the district.

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

Parents are extended the opportunity to request in writing a conference with the teacher. Request forms are made available in the main office.

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

Parents may scheduled times to observe in their child's classroom without interrupting class instruction. Parents will be allowed to observe for a 30 minute block of time.

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

Parents are encouraged to sign up for parent portal to monitor their child's academic progress. Parents are also encourage to use Class Dojo to communicate with the school and teachers.

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 visit the school and to make inquiry at any given time regarding their child's academic performance.

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 held accountable for their classwork, homework, and participation during instructional times. Students are encouraged to take ownership of their work and behavior.

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.

Increase parent involvement with PAC, school and faculty to assist parents with gaining knowledge about student and school strengths in order to improve student performance. This will be completed after the organization meeting and before April of every school year.

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.	\$1600.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$700.00
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)	\$1500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$109.00
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