

Alex Haley Elementary Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	Alesia Allen, Susan Haley, Toyya Pruitt, Melody Farmer, Cynthia Solomon, Sherry Pirtle	Team Formation and SEF Rating
02/12/2020	Alesia Allen, Susan Haley, Toyya Pruitt, Melody Farmer, Kennita McDonald, Sherry Pirtle	Root Cause Analysis Discussion Begins
03/02/2020	Alesia Allen, Susan Haley, Toyya Pruitt, Melody Farmer, Kennita McDonald, Sherry Pirtle	5 Whys Root Cause Analysis & Survey Distribution

Date	Participants	Topic
03/11/2020	Alesia Allen, Melody Farmer, Kennita McDonald, Toyya Pruitt, Sherry Pirtle	Goal Setting, ToA, Action Steps
04/28/2020	Alesia Allen, Melissa Kazlauskas, Susan Haley, Cynthia Solomon, Sherry Pirtle	CIWP Feedback and with Virtual Collaboration
05/04/2020		Parent Compact & Fund Compliance

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** https://docs.google.com/forms/d/11VDi-iM05xM7Q16Vj_RbW2B5BbokxokdMZ22BcmjHZo/edit#responses
- 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
 - 4 Design professional learning (PL) to achieve school-wide improvement goals

- 3 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 2 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** IPG utilized for learning walks

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 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:** Teacher survey link:
<https://docs.google.com/forms/d/1CbEwkJnDXrmN6lc3s5nxSKjKRFToRcX4oJRDFyesVGY/edit>
- 2 - 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
 - 2 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
 - 2 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:**
https://docs.google.com/spreadsheets/d/1ZH2TRpi89qMQ8Clbjs7GnWtvEFsfJa_5BZmGzP7LSU8/edit#gid=1772755950
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 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
- 2 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
https://docs.google.com/spreadsheets/d/1ZH2TRpi89qMQ8Clbjs7GnWtvEFsfJa_5BZmGzP7LSU8/edit#gid=1772755950
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 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)
- 3 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
https://docs.google.com/spreadsheets/d/1ZH2TRpi89qMQ8Clbjs7GnWtvEFsfJa_5BZmGzP7LSU8/edit#gid=1772755950
- 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:** Naviance and TRIO in the middle grades

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 2 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:** Common planning time
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Mentorship groups that engage in community and civic projects. Create Student Council with selection of students from each grade band in the middle school grades. Provide opportunities of learning that relate to students community through Career Days, School Exploration Days, and daily discussions to engage students in respectful conversations.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** PBIS
- 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)
- 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Restorative conversations and mentor programs
- 3 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 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)
 - 2 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
 - 2 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:** Active PAC and family engagement programming PK-8th

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	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	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	2nd Grade Attainment in Reading and Math (Overall)
Root Cause 1	Inconsistent practices across classrooms both classrooms and implementation of CCSS
Area of Critical Need 2	3rd-8th Grade Growth in Reading and Math with an emphasis on Diverse Learners
Root Cause 2	Inconsistent practices across classrooms and implementation of CCSS
Area of Critical Need 3	Attendance (Overall)
Root Cause 3	Lack of acclimation of new students and parents to attendance expectations

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: Attendance Rate Haley's attendance rate has gradually declined over the past few years.	Overall		96.00	96.50
Vision: NWEA Attainment G2 (Math) Haley has shown a decline in 2nd-grade math trend data.	Overall		45.00	60.00
Vision: NWEA Attainment G2 (Reading) Haley has shown mixed results in 2nd-grade reading trend data.	Overall		45.00	60.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Haley has shown inconsistent results in Grades 3rd-8th math data.	Overall		57.00	63.00
	Students with IEPs		20.00	40.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Haley has shown mixed results.	Overall		45.00	60.00
	Students with IEPs		20.00	40.00

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal
My Voice, My School 5 Essentials Survey MVMS survey is typically well organized which generates 5 points. Link to agendas - https://docs.google.com/document/d/1BSfjvXlmsIfGYqg25R5IblIm0bUvw6Gl2gj2EZkm_g/edit#			5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we provide professional learning opportunities for teachers, create a grading policy that aligns to CCSS and 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 and develop a teacher lead on track committee.
Then we see...	Then we will see a more comprehensive picture of student learning and progress towards mastery of academic standards reflected in students' grades.
which leads to...	Which leads to student growth, a more consistent assessment and grading practices by teachers with an understanding of readiness for high school and beyond for teachers, administrators, students and their families with 70% of students in grades 2nd - 8th on-track and/or near on track by the end of 2022.
Budget Description	A predictable schedule for the On-track committee with a focus on grades 2nd -8th and diverse learners Budgeted funds for teachers to met before and/or after school Budgeted incentive funds for students that exhibit academic attainment and attendance growth Budgeted funds for consultants to provide professional development on Mindset, and The No Zero Policy, Backwards Design Budget funds for books to be used as professional readings (The Dot, What Do You Do With a Problem, The Growth Mindset, The Growth Mindset Playbook)
Tags	Leadership for Continuous Improvement, Balanced Assessment and Grading, Transitions, College & Career Access, & Persistence, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policies and Systems, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	<ul style="list-style-type: none"> (Not started) Align lessons, tasks and activities to CCSS within curricular modules and materials. Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policies and Systems (Not started) Develop Gradebook categories and weights that show student mastery of core standards and supporting standards in each module, unit and lesson. Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Create assessments that align to learning objectives that align to the standards taught.

Tags:Instruction, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Determine how taught standards will be assessed. Using the backwards design model.

Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Use IXL and other data from technology based programs to make informed individualized instructional decisions

Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery

- (Not started) Analyze impacts of teaching on assessment data and develop instructional next steps

Tags:Relational Trust, Physical and Emotional Safety, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Provide accommodations and modifications to make assessments accessible to students, including ELs and diverse learners

Tags:ODLSS: Instructional Quality

- (Not started) Create an application or sign-up for the On-Track committee with expectations and responsibilities

Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Meet every 5 weeks to determine if On-track rates are improving and brainstorm strategies to improve On-track rates in grades 2nd - 8th.

Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Teacher Teams

	<ul style="list-style-type: none"> (Not started) Have goal setting conversations with students and parents that are far from on track and off track. <p>Tags:Balanced Assessment and Grading, Relational Trust</p> <ul style="list-style-type: none"> (Not started) Host monthly incentives for students in grades 2nd -8th based on on-track status <p>Tags:Balanced Assessment and Grading</p>
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Strategy 2

If we do...	If we provide professional learning opportunities to all teachers on differentiation that scaffolds to the CCSS, and plan for implementation, monitor implementation, and provide feedback.
Then we see...	Then we will see teachers focus instruction on grade-level content for all students.
which leads to...	Which will lead to increasing the number of 3rd-8th grade students meeting growth targets in math to 63% and increase the percent of students with IEPs meeting growth targets in math to 40% by SY22.
Budget Description	Allocate funds for Professional Development before, during and after school Develop a predictable schedule for monitoring implementation, and providing feedback. Develop a monitoring and feedback schedule for administrators. Purchase a coaching platform (Whetstone) that will be used to develop and grow teachers through feedback.
Tags	Balanced Assessment and Grading, Relational Trust, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policies and Systems
Action steps	<ul style="list-style-type: none"> (Not started) Purchase or develop a coaching platform to develop and grow teachers through feedback. <p>Tags:Relational Trust, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Provide weekly Professional development during grade level, content cluster, and staff meetings. <p>Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Supports, Interventions, or Extensions</p> <ul style="list-style-type: none"> (Not started) Create a predictable schedule allowing time for monitoring of teacher implementation and feedback.

	<p>Tags:Relational Trust, Assessment: Monitoring Student Learning to Support Growth, FACE2: Parent Engagement, OSSE: Attendance & Truancy, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Develop a protocol for monitoring and discussing student progress. <p>Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems, Math: Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Create a PD cycle that allows for peer observations. <p>Tags:Relational Trust, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 3

If we do...	If we design a diverse attendance team and develop an attendance plan that includes systems and structures inclusive of frequent progress monitoring and provide support to prevent chronic absenteeism.
Then we see...	Then we will see weekly monitoring of students' attendance by the attendance clerk, teachers and staff to minimize off track behaviors due to low attendance and provide intensive support to address root causes as to why students have poor attendance or chronic absenteeism.
which leads to...	Which leads to increasing attendance by the end of SY22 by 2%, to reach the goal of 96.5%.
Budget Description	Allocate funds for monthly attendance based incentives.
Tags	OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Use Haley GPA Score sheet to articulate current GPA and attendance percentages to students and families through conferencing <p>Tags:Instruction, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Attendance should be visible in every classroom daily and across the school weekly. <p>Tags:OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Host monthly incentives for students based on the on-track status (i.e students who are on-track at progress reports, students who have improved their on-track status, and attendance). <p>Tags:Structure for Continuous Improvement, OSEL: Supportive School Environment</p>

Strategy 4

If we do...	If we provide professional learning opportunities, leadership, support and resources to all ELA teachers on differentiation that scaffolds to the CCSS plan for implementation, monitor implementation, monitor student learning and give timely feedback.
Then we see...	The we will see teachers focus Reading instruction on grade-level content for all students.
which leads to...	Which leads to increasing the percent of 3rd-8th grade Reading students attaining grade level norms to 60% and increase the percent of students with IEPs attaining grade level norms to 40% by SY22.
Budget Description	Allocate funds for professional development before, during and after school.
Tags	Instruction, Relational Trust, ODLSS: Instructional Quality, Personalized Learning: Learner Focused
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will use the network scope and sequence to align the curriculum, instruction, and assessment to the CCSS. (A leadership support system for continuous improvement) Tags:Relational Trust, Literacy: Shift 4-21st Century Professional Learning • (Not started) Administrator will create predictable schedules that allow for monitoring of teacher implementation and feedback. Tags:Leadership for Continuous Improvement, Relational Trust • (Not started) Teachers will conduct ILT lead cycles of peer observations to promote quality and coherence of instruction across classrooms and professional collaboration among staff. Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Teachers will participate in teacher team meetings focusing on the use of data to inform instructional and programmatic decisions. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process

Strategy 5

If we do...	If we design a diverse MTSS Committee (within our school community) that uses the problem solving process protocol to identify root causes
Then we see...	Then we see an improvement of MTSS implementation including strategies, progress monitoring and parent engagement,

which leads to...	Which leads to closing the achievement gap by 10% from year to year and reducing the frequency of behavior referrals by 15%, for all students in grades 2nd - 8th.
Budget Description	Allocate funds for Professional Development before and after school.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Every five weeks The MTSS team will collect and review student work from classroom teachers and make recommendations of next steps. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation (Not started) Reviewing the data every 5 weeks the MTSS team will assist teachers by providing them with additional strategies if needed to assist in student learning or provide recommendations of when to discontinue an intervention and push the student further in their learning. MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership (Not started) The MTSS team will develop protocols for teachers to follow when providing MTSS in all tiers. Staff will also be provided with the acceptable resources to use when providing MTSS in all tiers along with one-on-one sessions with the MTSS Lead on the proper way to document interventions provided. Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (Not started) 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 (MTSS committee) Tags:MTSS, MTSS: Shared Leadership

Action Plan

Strategy 1

Align lessons, tasks and activities to CCSS within curricular modules and materials.

Sep 04, 2019 to Jun 25, 2022 - Teachers and administrators

Develop Gradebook categories and weights that show student mastery of core standards and supporting standards in each module, unit and lesson.

Sep 04, 2019 to Jun 01, 2022 - Grade level teacher teams

Create assessments that align to learning objectives that align to the standards taught.

Sep 04, 2019 to Jun 24, 2021 - Teachers, admin

Determine how taught standards will be assessed. Using the backwards design model.

Jul 01, 2020 to Jun 24, 2022 - Teachers, admin

Use IXL and other data from technology based programs to make informed individualized instructional decisions

Sep 04, 2019 to Jun 24, 2022 - Teachers, admin, ILT team

Analyze impacts of teaching on assessment data and develop instructional next steps

Jul 01, 2020 to Jun 24, 2022 - Teachers, admin, ILT

Provide accommodations and modifications to make assessments accessible to students, including ELs and diverse learners

Sep 05, 2019 to Jun 24, 2022 - teachers, admin, ILT

Create an application or sign-up for the On-Track committee with expectations and responsibilities

Jun 25, 2020 to Jun 30, 2022 - Admin

Meet every 5 weeks to determine if On-track rates are improving and brainstorm strategies to improve On-track rates in grades 2nd - 8th.

Aug 01, 2020 to Jun 30, 2022 - On-Track Committee

Have goal setting conversations with students and parents that are far from on track and off track.

Sep 01, 2020 to Jun 30, 2022 - Teachers, admin

Host monthly incentives for students in grades 2nd -8th based on on-track status

Sep 01, 2019 to Jun 30, 2022 - Admin, On-Track Committee

Strategy 2

Purchase or develop a coaching platform to develop and grow teachers through feedback.

May 01, 2020 to Aug 29, 2020 - Admin

Provide weekly Professional development during grade level, content cluster, and staff meetings.

Sep 01, 2019 to Jun 30, 2022 - Teachers, admin

Create a predictable schedule allowing time for monitoring of teacher implementation and feedback.

Aug 01, 2020 to Jun 30, 2022 - Teachers and administrators

Develop a protocol for monitoring and discussing student progress.

Aug 01, 2020 to Jun 30, 2022 - Admin, ILT and Teachers

Create a PD cycle that allows for peer observations.

Jul 04, 2020 to Aug 13, 2020 - Admin and teacher teams

Strategy 3

Use Haley GPA Score sheet to articulate current GPA and attendance percentages to students and families through conferencing

Sep 04, 2019 to Jun 20, 2022 - Administration, clerk, teachers

Attendance should be visible in every classroom daily and across the school weekly.

Sep 07, 2020 to Jun 24, 2022 - Attendance clerk, classroom teachers

Host monthly incentives for students based on the on-track status (i.e students who are on-track at progress reports, students who have improved their on-track status, and attendance).

Sep 01, 2020 to Jun 24, 2022 - Attendance committee

Strategy 4

Teachers will use the network scope and sequence to align the curriculum, instruction, and assessment to the CCSS. (A leadership support system for continuous improvement)

Apr 01, 2020 to Jun 24, 2022 - Admin Teachers

Administrator will create predictable schedules that allow for monitoring of teacher implementation and feedback.

Sep 01, 2020 to Jun 23, 2022 - Teachers Admin

Teachers will conduct ILT lead cycles of peer observations to promote quality and coherence of instruction across classrooms and professional collaboration among staff.

Sep 04, 2019 to Jun 24, 2022 - Teachers, Admin, ILT

Teachers will participate in teacher team meetings focusing on the use of data to inform instructional and programmatic decisions.

Aug 01, 2020 to Jun 30, 2022 - Admin, Teacher, ILT,

Strategy 5

Every five weeks The MTSS team will collect and review student work from classroom teachers and make recommendations of next steps.

Sep 01, 2019 to Jun 30, 2022 - MTSS Team

Reviewing the data every 5 weeks the MTSS team will assist teachers by providing them with additional strategies if needed to assist in student learning or provide recommendations of when to discontinue an intervention and push the student further in their learning. MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3.

Sep 01, 2019 to Jun 30, 2022 - MTSS Team

The MTSS team will develop protocols for teachers to follow when providing MTSS in all tiers. Staff will also be provided with the acceptable resources to use when providing MTSS in all tiers along with one-on-one sessions with the MTSS Lead on the proper way to document interventions provided.

Sep 01, 2019 to Jun 30, 2022 - MTSS committee, MTSS Lead, teachers, counselor

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 (MTSS committee)

- Admin and teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Continuous school improvement planning.

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

Monitoring implementation of the improvement strategies.

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.

Monitoring and feedback.

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).

Male and Female Mentoring
Naviance and TRIO supports for post-secondary awareness.

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

Support teachers by implementing schoolwide PBIS initiatives.
Allowing for common planning time.
Maintain a high school quality rating.
Maintain a teacher based recruitment and hiring committee.

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 Learning

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

Family curriculum nights and active PAC.

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.

Step Up to Preschool Summer Programs.

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.

Teacher surveys.

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.

MTSS supports will be implemented.

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.

We will accomplish this through parent workshops and training.

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.

Alex Haley Academy parents meet with school administration and Instructional Leadership Team representatives to assess school progress toward the specific components of the Title 1 parental involvement plan and policy. Parents are involved in the process through the individual input, reports from PAC, and parent representatives on the LSC. The analysis and reports are constructed at monthly PAC, ongoing PAC

self-assessment using the Parent Involvement Plan and Policy.

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

Title I Annual Meeting will be held on September 16, 2020, and the Title I PAC Organizational Meeting will be held on October 8, 2020. Alex Haley Academy will host an open house on September 16, 2020. Additional parent involvement meetings will iterate and update this information, encouraging attendance by all parents of children participating in NCLB. These meetings will include monthly PAC, curriculum literacy night, and other parent-involved special events.

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.

Alex Haley Academy will provide an open house on September 19, 2018, at which time the Principal will provide a description and explanation of the Title 1 program, the curricula used throughout grade levels and subjects, the school assessment tools for student achievement, and the proficiency levels students are expected to meet. Additionally, a vendor will be present to showcase and discuss their progress with the parent for both academic and enrichment and other parent meetings.

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

Alex Haley Academy within one week of DWWA data's availability, a hard copy will be shared with 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.

Alex Haley Academy will notify parents in writing when their child is assigned to or taught by a teacher who is not highly qualified? as defined in Title 1 Final Regulations for at least 4 consecutive weeks.

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

Alex Haley Academy will schedule meetings to share strategies with parents.

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.

Alex Haley Academy will accomplish this through regularly (monthly) scheduled parent meetings (PAC).

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.

Alex Haley Academy will educate staff in the value of contributions by parents as instructional volunteers, lunchroom monitors, capacity builders (through PAC and LSC) and collaborators in the academic and behavior expectations, and growth of their children. Staff will communicate and work with parents as equal partners as it pertains to the individualized needs of their children, such as communicating achievement and education needs, behavior, and other specific needs. We will build ties with parents using a variety of volunteer opportunities and will share data about the implementation of initiatives that involved 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.

Alex Haley Academy will host quarterly early learning meetings in the parent room.

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.

Alex Haley Academy will ensure that information related to the school are communicated through weekly classroom newsletters and quarterly schoolwide newsletters, mailings and the school website.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

[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.)

Alex Haley Academy strives to create a rich learning community by embracing the diversity of our students. Our aim is to meet the academic, social, and emotional needs of every student. We believe that individualized instruction, professional learning communities, standards-based instruction, with the infusion of technology, along with parental involvement and community partnership creates a climate that through effort and encouragement we can empower every student to learn and grow into responsible, global, successful lifelong learners.

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 and teacher conferences are allowed daily during the teacher's preparation period and before or after school by appointment
8th Grade Parent Meeting September 16, 2020. HS - 8th every 1st and 3rd Quarter on Report Card Pick Up Day.

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

Student Progress Reports will be printed and sent home every 5 weeks to the parents and/ or guardian. NWEA Student Progress Report will be printed and shared at BOY and EOY. TRC and DIBELS reports will be shared quarterly.

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

Parents will have access to staff daily during the teacher's preparation period and before or after school by appointment 8th Grade yearly.
HS - 8th every 1st and 3rd Quarter on Report Card Pick Up Day. By appointment for PSRPs.

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 invited to participate after successfully completing the CPS volunteer background check.

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

Parents will be registered for Parent Portal. Parents can use the parent portal to view and monitor grades, attendance, assignments (class assignments, participation, projects, assessments, and homework completion.

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

Parent-teacher conferences and meetings.

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

Students will meet with teachers for quarterly goal-setting conferences.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The ultimate goal is 100% parent participation especially on Report Card Pick Up days. Parents will engage in workshops monthly based on interest surveys.

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.	\$1000.00
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.	\$1000.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$693.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$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