

John D Shoop Math-Science Technical Academy ES 2020-2022 plan summary

Team

Name	Role	Email	Access
Daisy Stewart	STEM Coach/ILT	dsrhodes@cps.edu	No Access
Michelle Crosen	Primary Teacher/ILT	macrofen@cps.edu	No Access
Elizabeth Diddia	Intermediate Teacher/ILT	eadiddia@cps.edu	No Access
Kelly Gilliard	DL Teacher/ILT	kgilliard@cps.edu	No Access
Yolanda McMillan	Counselor/ILT	ylmcmillan@cps.edu	No Access
Sharon Langston	SECA/ILT	sdlangston1@cps.edu	No Access
Patrick Brogan	Math Lead/ILT	pabrogan@cps.edu	No Access
Natasha Topps	Principal/ILT	nmspurlock@cps.edu	Has access
Art Jackson	Community Member	artjackson37@aol.com	No Access
Arlene Williams	LSC President/Parent	arlenewilliams.re@gmail.com	No Access
Pamela Randle	Technology Coordinator	perandle@cps.edu	No Access
Lyshonn Carr-Johnson	Art Teacher/ILT Member	lcarr1@cps.edu	No Access
Colleen Kintz	STEM Coach	caflynders@cps.edu	No Access
Katrena Washington	Assistant Principal	klwashington@cps.edu	Has access
Samantha Walston	Intermediate Teacher/Principal Intern	srrbobinson6@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/21/2020	Diddia, Gilliard, Crosen, McMillan, Brogan, Carr-Johnson, Langston, and Topps	Critical Areas and Root Cause Analysis
01/14/2020	Diddia, Gilliard, Crosen, McMillan, Brogan, Carr-Johnson, Langston, and Topps	School Climate Assessment
03/09/2020	Topps, Kintz, and Randle	How does our STEM programmatic focus evident in our CIWP?
04/22/2020	Diddia, Gilliard, McMillan, Brogan, Carr-Johnson, Langston, and Topps	Theory of Action
04/28/2020	Diddia, Gilliard, Crosen, McMillan, Brogan, Carr-Johnson, Langston, and Topps	Theory of Action and Action Steps
05/07/2020	Emery, Green, Poindexter, A. Williams, Cortez, Topps	Establishing a Meeting for the Parent and Family Plan
05/12/2020	A. Williams and Topps	Parent and Family Plan
05/14/2020	A. Williams, L. Williams, and Topps	Parent and Family Plan
08/04/2020	Principal Topps and AP Washington	Alignment of CIWP with CPS Instructional Priorities

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

- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 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
- 3 Make “safe practice” an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** There are structures in place to support continuous improvement at Shoop.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 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
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:**
- 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

- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Tier I instruction occurs in all classrooms in the areas of Reading, Math, Social Studies, Writing, and Science. Teachers believe that all students can learn and develop core lesson plans and small group instructional plans to meet the needs of all learners. Students engage in BOY and MOY goal setting yearly to ensure they are aware of not only their instructional goals but student data. All teachers implement the graduate release of responsibility on a daily basis, ensuring there is enough time for direct instruction, guided support, and individual practice. As evidenced in student task, there is an increased need for use of grading rubrics and exemplary models to demonstrate and/or explain what mastery looks like. Additionally, increasing the cognitive demand in all grade levels will expose students to content that is not only more rigorous but requires higher-order thinking.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 4 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:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 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)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 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)

- 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)
- 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)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** There is evidence of academic and behavioral supports for Tiers 1, 2, and 3. Tiering criteria has also been created, reviewed, and disseminated to all stakeholders to support the growth and tracking of all students. Improvement in systems and structures associated with the MTSS Team, Progress Monitoring, and Fidelity of Implementation is required to ensure all students needs are being met.
- 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)
 - 4 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:**

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:**
- 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
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 1 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:** Student voice is the individual and collective perspective and actions of students within the context of learning and education. Not only can it change the education climate of a school effectively, it can also strengthen student achievement and foster workforce readiness. Every single student in every classroom has a voice that should be engaged in schools. Student voice allows students to share who they are, what they believe in, and why they believe what they do, with their peers, parents, teachers and their entire school. This has not been a priority as evidenced in the lack of opportunities for student leadership in the classrooms and school at-large. With the implementation of structures and systems that support student engagement calls for advocacy, and authentic interactions within the community, we will change the education climate of our school, strengthen student achievement, and foster workforce readiness.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 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)
 - 4 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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:** SEL is taught using Second Step and through the incorporation of monthly themes. PBIS is the school-wide behavioral systems that teaches children what behavior is expected and looks like in the classrooms, hallways, bathrooms, lunchroom, auditorium, and playground. There is a standard process for documenting behaviors, but the timeliness of the submission and input does not always yield equitable consequences. Additionally a myriad of interventions are available, but the training and use of them is not uniform throughout the school.
- 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).

- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 2 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
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: Instruction	2
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
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

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	% of Students Meeting/Exceeding National Average Growth in Reading and Mathematics
Root Cause 1	Increased teacher capacity and resources needed to support small group and differentiated instruction
Area of Critical Need 2	Attendance
Root Cause 2	Negative and non-engaging school experiences lead to student absences
Area of Critical Need 3	Literacy Growth among students with IEPs
Root Cause 3	Lack of grade level instruction in addition to the IEP goals

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
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	African American		65.00	70.00
	Increased teacher capacity, professional development, and instructional resources are needed to support small group instruction and help to increase the percentage of students who are meeting and/or exceeding the growth targets.			
Vision: NWEA Growth G3-8 (Reading)	Students with IEPs		50.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
The lack of grade level instruction and exposure negatively impacts student growth. Structures and supports for students to negatively				
Vision: Attendance Rate	Overall		96.00	97.00
Negative and non-engaging school experiences lead to student absences. Additionally, attendance percentages have decreased from 96.1 in SY18 to 94.5 in SY20.				
(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 The goal is to be well-organized on the 5 Essentials.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we develop a professional development plan that uses data to inform instructional decisions and practices, ensures alignment of lessons to the Common Core State Standards, implements the Next Generation Science Standards, and STEM in an interdisciplinary approach
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Then we see...	Then we see the implementation of best practices that support the delivery of quality instruction and increase student inquiry and collaboration across all content areas, while building teacher capacity to improve academic outcomes for all learners
which leads to...	Which leads to classrooms yielding increased student engagement as evidenced by formal and informal observations, positive student feedback on quarterly surveys, 70% of students meeting or exceeding NWEA growth targets, and an increased number of staff members demonstrating proficiency in Domain 3 for REACH.
Budget Description	After-School Professional Development for Teachers, Cost to Cover Substitutes
Tags	Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OSCP: Tier 1, Science: Curriculum, STE(A)M Schools: Instructional Approach (SSS4), Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Administer a needs survey to all staff members in an effort to determine individual needs and support individual professional development plans. Tags: • (On-Track) Create a quarterly professional development plan aligned to student data, content area needs, and the needs of teachers and staff. Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4) • (Not started) Analyze current scope and sequence and unit plans for the continuity and alignment of Common Core State Standards (CCSS) for Reading and Mathematics. Tags: • (Not started) Develop, incorporate, and support the implementation of monthly STEM challenges which illustrate how to integrate science, engineering, and mathematics into Next Generation Science Standards (NGSS) instruction for both teachers and students. Tags: • (Not started) Incorporate quarterly professional reads to identify powerful, compelling, and actionable ideas that are closely linked to classroom instruction and best instructional practices. Tags: • (Not started) Incorporate daily exit tickets in classrooms to evaluate each student's understanding of the new content while simultaneously encouraging inquiry. Tags:

	<ul style="list-style-type: none"> (Not started) Progress monitor students bi-weekly making modifications and adjustments based on the data (BOY, teacher-created assessments, small group instruction, etc.). <p>Tags:</p>
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Strategy 2

If we do...	If we ensure the implementation of tiered academic and behavioral supports that focus on meeting the needs of all learners through core instruction, intervention strategies, progress monitoring, and teacher feedback
Then we see...	Then we see small group instruction in weekly lesson plans and in classrooms, interventions that meet the needs of learners working below grade level as determined by the MTSS team, progress monitoring in grades K-8, student and parent goal setting, and the incorporation of supports and interventions provided to address both Tier 2 and Tier 3 needs to include adaptive learning engines, peer tutoring, check-in and check-out, and restorative conversations
which leads to...	Which leads to increased student accountability, differentiated instruction that meets the needs of all learners including those with IEPs, at least 55% of students with IEPs demonstrating growth in Reading, and 100% of interventions provided and documented as required
Budget Description	
Tags	MTSS, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Ensure the core curriculum for Reading, Math, Science, Social Studies, and Writing is aligned to the Common Core State Standards and shows continuity for vertical curriculum mapping. <p>Tags:Curriculum</p> <ul style="list-style-type: none"> (Not started) Utilize BOY data to inform student grouping for Quarter 1 <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> (Not started) Conduct student goal setting with all learners. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide small group instruction that meets the academic needs of all students (including DL/ELL) based on data.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Implement "walking RIT" once per week, targeting all learners in grades 2-8 to support targeted instruction. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Utilize the MTSS logger tool to document provided interventions. <p>Tags:</p>
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Strategy 3

If we do...	If we prioritize student voice during morning meetings, SEL lessons, student council, and classroom instruction in order to provide student choice, control, challenge, and opportunities for collaboration as a means to influence the instructional approaches, social experiences, and school pride
Then we see...	Then we see increased project based learning in classrooms, greater student investment and persistence in academic pursuits, positive student to student discourse, greater levels of effort, persistence, and grit in school, the neighborhood, and community
which leads to...	Which leads to increased student and parental engagement as measured by 97% school attendance and family and community engagement activities, student led assemblies, clubs, organizations, self-advocacy, and increased proficiency in Managing Student Behavior (2d), Student Questioning (3b), and Student Engagement (3c) on REACH.
Budget Description	Second Step kits for Grades K-5
Tags	Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Consider student input from surveys related to both academic (STEM challenges) and behavioral (PBIS, student incentives, morning meetings) supports for Tier 1. <p>Tags:SSCE: Student Voice, STE(A)M Schools: School Structures & Culture (SSS2)</p> <ul style="list-style-type: none"> (Not started) Utilize student council as a body to share ideas, interests, and concerns with teachers and the school principal. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Employ middle school students with GPAs of 3.5 or higher as peer tutors for students in grades 2-5. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Use morning meetings to develop kids' social and emotional skills to prep them for learning. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Accommodate students with varying learning styles and modalities by incorporating research, problem solving, and communicating solutions through the method of their choice during project-based learning (PBL). <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Increase student voice and ownership in the school with the implementation of a daily Rise to Shine. Rise to Shine celebrates the school rituals (student pledge), school culture, and SEL. <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction</p>
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Strategy 4

If we do...	If we employ a school-wide behavioral system that supports social, emotional, behavioral, and academic outcomes for all students, identifies appropriate behaviors, rewards, and consequences, works to ensure equitable consequences, is understood, implemented, and monitored by all stakeholders
Then we see...	Then we see positive interactions between staff and students, increased parental support, verbal and written articulation of expectations, classroom incentives, school-wide recognition
which leads to...	Increased teacher and student commitment as rated on 5 Essentials, a decrease in Groups 1, 2, and 3 misconducts, and a teacher retention rate of 95% or higher
Budget Description	
Tags	OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Not started) Provide explicit PBIS instruction and opportunities to practice and receive feedback. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Plan and schedule school-wide incentives aligned to student surveys and feedback. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Revise the school-wide PBIS matrix as needed to reflect the current dynamics of the school. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide professional development on Positive Behaviors Incentives and Supports to all staff with a focus on common language, school-wide expectations, and classroom expectations. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create and post a behavioral hierarchy with rewards and consequences in every classroom during the first week of school. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Determine the appropriate interventions and supports for students who are not experiencing success with the Tier 1 behavioral structure. <p>Tags:</p>
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Action Plan

Strategy 1

On-Track Oct 09, 2020

Create a quarterly professional development plan aligned to student data, content area needs, and the needs of teachers and staff.

Jul 01, 2020 to Oct 23, 2020 - ILT, Teacher Leads, and the Administration

Administer a needs survey to all staff members in an effort to determine individual needs and support individual professional development plans.

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Analyze current scope and sequence and unit plans for the continuity and alignment of Common Core State Standards (CCSS) for Reading and Mathematics.

Jul 01, 2020 to Jun 30, 2022 - ILT and STEM Coaches

Develop, incorporate, and support the implementation of monthly STEM challenges which illustrate how to integrate science, engineering, and mathematics into Next Generation Science Standards (NGSS) instruction for both teachers and students.

Jul 01, 2020 to Jun 30, 2022 - STEM Team and Principal

Incorporate quarterly professional reads to identify powerful, compelling, and actionable ideas that are closely linked to classroom instruction and best instructional practices.

Jul 01, 2020 to Jun 30, 2022 - Principal

Incorporate daily exit tickets in classrooms to evaluate each student's understanding of the new content while simultaneously encouraging inquiry.

Sep 08, 2020 to Jun 30, 2022 - All Teachers

Progress monitor students bi-weekly making modifications and adjustments based on the data (BOY, teacher-created assessments, small group instruction, etc.).

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Strategy 2

Utilize BOY data to inform student grouping for Quarter 1

Aug 17, 2020 to Sep 07, 2020 -

Ensure the core curriculum for Reading, Math, Science, Social Studies, and Writing is aligned to the Common Core State Standards and shows continuity for vertical curriculum mapping.

Jul 06, 2020 to Jun 30, 2022 - All stakeholders

Conduct student goal setting with all learners.

Sep 08, 2020 to Oct 02, 2020 - Classroom Teachers

Provide small group instruction that meets the academic needs of all students (including DL/ELL) based on data.

Sep 21, 2020 to Jun 30, 2022 - Classroom Teachers

Implement "walking RIT" once per week, targeting all learners in grades 2-8 to support targeted instruction.

Oct 02, 2020 to Jun 30, 2022 - All Staff

Utilize the MTSS logger tool to document provided interventions.

- All Staff

Strategy 3

Consider student input from surveys related to both academic (STEM challenges) and behavioral (PBIS, student incentives, morning meetings) supports for Tier 1.

Sep 08, 2020 to Jun 30, 2022 - Classroom Teachers

Utilize student council as a body to share ideas, interests, and concerns with teachers and the school principal.

Oct 05, 2020 to Jun 30, 2022 - Grades 5-8

Employ middle school students with GPAs of 3.5 or higher as peer tutors for students in grades 2-5.

Nov 16, 2020 to Jun 30, 2022 - Teachers, After School Coordinator

Use morning meetings to develop kids' social and emotional skills to prep them for learning.

Sep 14, 2020 to Jun 30, 2022 - All Staff

Accommodate students with varying learning styles and modalities by incorporating research, problem solving, and communicating solutions through the method of their choice during project-based learning (PBL).

Sep 08, 2020 to Jun 30, 2022 - All Teachers

Increase student voice and ownership in the school with the implementation of a daily Rise to Shine. Rise to Shine celebrates the school rituals (student pledge), school culture, and SEL.

Sep 14, 2020 to Jun 25, 2021 -

Strategy 4

Provide explicit PBIS instruction and opportunities to practice and receive feedback.

Sep 08, 2020 to Jun 30, 2022 - All Staff

Plan and schedule school-wide incentives aligned to student surveys and feedback.

Sep 08, 2020 to Jun 30, 2022 - SEL Team

Revise the school-wide PBIS matrix as needed to reflect the current dynamics of the school.

Jul 01, 2020 to Aug 14, 2020 - SEL Team

Provide professional development on Positive Behaviors Incentives and Supports to all staff with a focus on common language, school-wide expectations, and classroom expectations.

Aug 31, 2020 to Jun 30, 2022 - Principal

Create and post a behavioral hierarchy with rewards and consequences in every classroom during the first week of school.

Sep 07, 2020 to Sep 11, 2020 - Teachers

Determine the appropriate interventions and supports for students who are not experiencing success with the Tier 1 behavioral structure.

Sep 08, 2020 to Jun 30, 2022 - Behavioral Health Team

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.

A needs assessment is conducted based on the EOY data of every student in every grade level. NWEA/MAP and TRC/Dibels informed instructional planning and student grouping.

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

Opportunities are provided for students to meet proficiency and/or academic achievement through both differentiated instruction within classrooms and academic enrichment after school.

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.

Teachers hold high expectations for all students and provide a challenging curriculum, integrated with technology. Support staff are also employed for pull-out in groups of 3-5 children, targeting deficit areas.

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).

There are existing mentoring programs for middle school students (Becoming a Man and Polished Pebbles) which seek to prepare students for high school, college, and career. Additionally, students in grades 5-8 are taught college and career planning by the school counselor.

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

At Shoop, we nurture staff collaboration and participation in decision making. There are existing structures such as the Instructional Leadership Team and Grade Level Meetings for staff and the community to work together on significant changes needed in our school. Teacher contributions are also welcome with new responsibilities and obligations that strengthen loyalty.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Professional development is aligned to both the needs of the students and the needs of the teachers as evidenced in classroom observations and school-wide data. Professional development is delivered during school (grade level meetings) and after school as well.

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

To increase parental involvement, the school hosts events such as Family Literacy Night, reading challenges within classrooms, and workshops that support parents in providing educational support to their children.

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 Kindergarten is offered to children transitioning to kindergarten. This program runs in the summer for five hours per day at no cost to parents.

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

Teachers vote and decide on an assessment plan every year. This vote is aligned to the various grade levels and needs of the students.

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.

Student data is reviewed on an ongoing basis and remediation provided as needed. All teachers progress monitor in an effort to ensure students are on track to meet and/or exceed end of the year goals.

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.

All federal, state, and local services are provided as appropriate. All students receive breakfast and lunch as a part of our nutrition program.

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.

Parents will be invited to participate in the following activities for collaboration and approval: 1) LSC Meetings 2) PAC Meetings 3) Open House Events 4) Literacy/Math Parent Events 5) Family-School Parent Nights 6) "Data Chats". Meeting notifications will be disseminated in monthly parent letters, posted on the school's marquee and sent via email.

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

Shoop's Title I Annual Meeting and Title I PAC Organizational Meeting are held during the Open House of every school year. Meeting notifications will be disseminated in monthly parent letters, displayed on the school's marquee, posted inside, Robo-calls, and emails. Parents will also have the option of attending virtually.

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.

As a staff, we will continue to involve parents in the education of their children and respond to request by the following actions: 1) Maintaining our "Open Door" Policy 2) Inviting parents to meetings (including PAC and LSC) via monthly school newsletters and emails 3) Parent Surveys 4) Suggestion box 5) Room parents to help communicate school functions and meetings 6) Provide incentives for those who participate

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.

Official State assessment results will be provided to parents during report card pick-up dates. Additional notification will take place during the fall, winter, and spring. Specific dates will be dependent on when the school receives the results.

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.

Administrators will mail appropriate CPS letters to parents via (1) U. S. Mail (2) Student Carrier

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.

The school will host an Open House (typically in October) that will have breakout sessions by grade level teachers to discuss curriculum, expectations, and assessments. Email addresses will be solicited to update Aspen (Portal) during Open House, report card picks up, and PAC meetings. Collaborate with PAC to provide sessions for parents that include strategies for helping parents work with educators and monitor their students' grades. Virtual options will be available.

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.

We will provide parents with the following support to aid in their child's student achievement: 1) Collaborate with PAC to offer parent sessions of interest 2) Disseminate materials and resources via email to parents 3) Lead Teachers will provide parent assistance upon request 4) Literacy Night and Math/Technology Night 5) School Counselor/School Social Worker will provide parent resource information upon request and during SEL events.

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.

As part of our professional development for staff, we will continue to provide: 1) Ongoing workshops on parent collaboration 2) maintaining our daily "open door" policy 3) Annual training for Children in Temporary Living Situations 4) Peer sharing of Best Practices in parent communication 5) Video training for responsiveness to diverse student populations

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.

We will use "The Step Up to Kindergarten" The guide promotes SEL and topics relevant to students' lives to help them transition socially. The guide also outlines the core subjects and technology detailing what and when to teach. This aligns with the Pre-K Gold Curriculum. Parent orientation is included in the transition plan.

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.

We will inform parents through the following means: 1) Monthly Newsletters 2) Weekly Flyers 3) School Marquee 4) Parent letters 5) Email 6) LSC/PAC Bulletin Board, and (7) Social Media. We disseminate Spanish letters from Central Office. We communicate our local events and meetings through our bilingual tutor via phone, email, or in person.

Policy Implementation Activities

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

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

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

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact (Complete)

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

The mission of John D. Shoop Academy is to develop leaders that are problem-solvers and critical thinkers who will be prepared to compete in a global society by planning for the future. Our staff, parents, and community members will expose our students to innovative, rigorous, educational opportunities that support and nurture the individual talents of each student.

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.

CPS has two city-wide dates for report cards and parent-teacher conferences which are held in the months of November and April. We provide one additional school-wide conference/parent night that will be held at the beginning of every calendar year.

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

Progress reports will be completed every five weeks and report cards on a quarterly basis. Parent portal (Aspen) is also available to parents daily. Parents of students with a Personal Development Plan or MTSS program will be updated every two weeks. Teachers will update parents on the Remind App. PAC will host training on how to Navigate Aspen.

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

School staff members are available to "serve" daily. Parents should simply contact the school and/or teacher to make an appointment. Parents may come on a "walk-in basis" and administrators will either meet with the parent or provide a conference date/time. Emailing is also available.

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.

The opportunity to volunteer will be announced at the open house and publicized via emails and PAC meetings. Parents will continue to volunteer during recess, field trips, school functions, and other opportunities as they arise. Additionally, parents may volunteer on a regular basis in classrooms, by application per CPS protocol. Parent observations may occur on any day and at any time that does not disrupt the learning process.

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

CPS has provided a parent website and Parent Portal (ASPEN) which allows guardians an opportunity to monitor children's school work and grades daily. Teachers will send home newsletters. Teachers will use apps such as Dojo and Remind to update parents more frequently.

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 invited to attend and provide support at all LSC/PAC meetings. The school's administration has an "open-door policy" and will listen to all suggestions on improving the education of Shoop's students. A parent survey will be administered at the first report card pickup.

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 assure academic achievement through the following actions: 1) Students are required to arrive on time daily 2) Students will set goals with their teachers twice a year 3) SEL program will provide the structure and support for students to be respectful, responsible and ready 4) After-School programs are provided to support students instructional needs as well as enrichment programs for those who need advancement 5) Extracurricular activities will be offered to help students connect with Shoop Academy.

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.

Parents will be trained each month in various subjects. There will be a class/training and activities on how parents can better themselves to help with the importance of their children's education, as well as help living their everyday lives.

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.	\$500.00
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.	\$330.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$825.00

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)	\$395.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$900.00
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.	\$350.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00