

# Edwin G Foreman High School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/24/2020	Escamilla, Garfield, Lopez, Galvez, Shoffer, West, Shanahan, Miller, Treacy,	CIWP Teaming
02/28/2020	Escamilla, Stachowiak, Lopez, Schorum, Sanchez, Akporido, Galvez, Shoffer, Treacy, West, Miller, Floyd, Cipicchio, Ingram, Jacobson	Review of ratings on SEF

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
03/06/2020	Escamilla, Garfield, Stachowiak, Lopez, Schorum, Galvez, Shoffer, Treacy, West, Miller, Ingram	SSLF Root Cause Analysis
03/09/2020	Escamilla, Garfield, Stachowiak, Lopez, Schorum, Galvez, Shoffer, Treacy, West, Miller, Ingram	SSLF Root Cause Analysis
03/27/2020	Escamilla, Garfield, Stachowiak, Lopez, Schorum, Galvez, Shoffer, Treacy, West, Miller, Ingram	Creating hypotheses for Theories of Action for selected CIWP Priorities
03/13/2020	Redfairn, West, Garfield, Galvez, Jacobson, Shoffer, Akporido, Cipicchio	Review 3 CIWP Priorities
03/30/2020	Escamilla, Shoffer, Jacobson, Miller, Lopez, Stachowiak, Cipicchio, Schorum, Garfield, Treacy, Galvez, Ingram, Sokol	Preview of Theories of Action for each CIWP Priorities
02/07/2020	Escamilla, Garfield, Stachowiak, Woods, Rivera, Anwar & Mateos (students), Treacy, Ingram, Lopez, Cipicchio	Family and Community Engagement: review of evidence, suggestions for improvement from parents, community, school CIWP Team members
02/21/2020	Escamilla, Galvez, Garfield, Miller, Redfairn, Shoffer, Treacy, West, Schorum, Shoffer, Stachowiak	Narrowing CIWP 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
- 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
- 3 Make "safe practice" an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Leadership for Continuous Improvement Admin continued with previously set Mission, Vision, and CIWP work and plans to initiate work during SY19-20. Foreman administration deliberately established teams to support a collective decision-making school body. Admin/leadership expected to fully discuss ideas/initiatives with in their respective teams, plan for school wide workshops for rollout and or pilot before fully rolling out, preferring to Functional ILT TOAs for all PLCs (ILT, MTSS, C&C, Restorative Team) were designed to deliberately align to all CIWP priorities. Weekly updates to keep all teachers, staff, and LSC informed on actions, expectations, and important information pertinent to school priorities, PLC work, and running a school effectively Dr. Garfield runs regular check-in calendar with all new staff at Foreman for coachable moments. Admin work with teacher leads to coach, provide tools to help them facilitate PLCs following a collective responsibility methodology. Regular Course Team meetings Regular Department meetings Instructional Leadership Team established a cycle of internal Learning Walks to gauge efficacy of instruction related to key focus areas: formative assessment and standards-based learning as "high leverage activities" Weekly admin check ins with Dept. Chair.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Structure for Continuous Improvement Adopting a distributed leadership model for transparency and decision making with teacher and staff lead teams. PPLC in place. PLCs were provided tools and trained in shaping a theory of action to guide work accordingly. PLCs shaped TOAs to address schools CIWP priorities. Regular meetings were scheduled to have PLCs meet and discuss progress towards their TOA and planning school wide actions that would help achieve the teams TOA. ILT, Department Teams, MTSS, C&C, Restorative teams were all PLCs that reorganized their purpose and work for SY20 ILT subcommittees

Flex Day PD Professional Readings Foreman 5E Survey Internal Learning Walks  
 School level participation on LSC is consistent and active. Continuous professional development for restorative practices, curriculum and instruction, assessment (in class and standardized), and culture with community engagement. Clear Benefits Article for Improvement Weekly Reading in Weekly Update Culture & Climate Assessment

## 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
  - 3 Curriculum is aligned to expectations of the standards
  - 3 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:** Curriculum Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - a. Curriculum is tailored to the strengths, needs, and interests of each student\ World Languages Dept: Heritage program provides evidence of student who are native speakers and curriculum relevant to their culture/history/language. World Languages Dept: Spanish 1 and 2 regular/history classes also provide culture relevance curriculum at the start of each chapter with a look at specific Spanish speaking countries and cities. WL dept provides lessons on the geography of Spanish speaking countries and projects centered on learning about the traditions and customs of these countries during the year. Fine Arts Dept: Visual art project and musical song selections which celebrate Spanish speaking cultures. ESL classes incorporate culturally relevant texts and topics (ex. immigration) to develop students language proficiency. ESL classes incorporate SL projects focusing on identity and immigration. Teachers are exploring a variety of curricula to support the different interests and academic needs of students such as Dual Credit courses, AP, and CTE. Beginning in 2nd semester, regular Bilingual/ESL team meetings. BAC discussions around student/family needs Ethnic studies being offered to Seniors Social studies curriculum has been including non majority histories in our instruction Revamping of US history with a more clear focus on essential questions and enduring Understandings Using the boards civics curriculum with the clearly identify big ideas Social studies theory of action has identified gains basic skills per grade level for our focus Ms. Smagacz has attended a University of Penn training on using project based learning and has brought back some of the ideas. Math has discussed the addition of adding larger real world projects Attempts are being made to have our current content to connect to real world issues in All of the social Studies Social studies content coaches plan to implement a series of inservices on using the IL state standards in addition to our current usage of Common Core Standards ILT has made one of the focus of Learning walks the usage of Standards in instruction Implementation of the "TRU Dimension" Framework from the H.S.Summits A focus of the ILT has been on trying to improve

student to student discourse At some level all students were able to participate in the Service Learning project associated with Civics All teachers are using some informal information gathering techniques as formative assessments New IL standards for social studies are being implemented throughout the social studies department, it can be seen in the usage of inquiry, and content goals. Departments and course teams meet on a weekly basis to discuss standards in our instruction and formative assessments Incorporation of social emotional exposure and knowledge building through cultural events/initiatives, such as African American history programs, month long celebratory events. Real application of education leading to careers through 9th and 10th grade guided lessons centered around the importance of good grades and establishing a good GPA Unit plan templates include big ideas, enduring understandings, and essential questions. EL/DL interventionist to help el/dl students access curriculum

- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Instruction Multiple texts on same topics used to allow access for all students regardless of ability Diversified instruction practices PD on ELD 1.0-4.0 to teachers to support differentiation for English Learners ESL/DL interventionist provides pull-out services to promote student understanding Social Studies engaged in training regarding C3 framework Attending a PLC regarding the implementation of the Inquiry arc in all social studies classes Implementation of CPS ?TRU Dimensions? framework from H.S. Summits Instruction on the validity of sources including media and internet sources A focus on the skill of creating arguments and counter arguments Art project exploring cultural history and current viability of skateboard design Department of Literacy support on formative assessment practices Internal walk throughs to monitor classroom competencies Fostering of student ownership and accountability for personal learning, through G.A.B. reports, progress reports, usage of student portal check-ins. Implementation of professional development and strategies based on the results of learning walks. Feedback to faculty from ELD learning walks to guide supports for teachers in serving ELs
- 3 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 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
- 3 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Balanced Assessment and Grading Foreman teachers were provided with UBD training on two occasions (summer, start of school year) with the introduction of tools to create well-rounded performance tasks using GRASPS tool. Professional conversations around what constitutes a formative assessment and how we can use that data to inform our teaching and differentiate. Foreman deliberately went away from prior grading scale and school wide grading expectations to a more traditional and uniform process that both student and teacher could understand and use more effectively to talk about performance. Foreman teachers were provided with tools to assist in assessment literacy practices using common protocols to speak on student and adult work dealing with assessments. Foreman partnered with GAINS Ed group for training around PSAT/SAT assessment and standards. GAINS Resource Folder SY 19-20 Foreman partnered with GAINS Ed group to familiarize themselves with a data analysis process that can be adopted and used to address student needs and planning according to actual student results. Most course teams and departments have collaborated to adopt common grading practices. Grading rubrics used in some classes. Adaption of assessments to target varying levels of learning styles. I.e. DL/ELL Modify assessments to limit answer choices as a modification for DL learners Use of Can Do descriptors in planning, differentiating and assessing for ELs.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 1 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)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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:**
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Transitions, College and Career Access, Persistence Offers support in the area of postsecondary Works collaboratively with administration, teachers and parents to offer students the services that they need to be able to compete globally Meets bi-weekly, collaboratively to strengthen Postsecondary Leadership Team Provide evidence based documentation (i.e. EBIPs, FAFSA, KPI reports and other data sources) Dual Credit classes AP classes Summer Melt PLT Agenda: Foreman PLT Meeting Agendas SY19-20 Scholarship website: <https://cps.academicworks.com> FSAID: <https://fsaid.ed.gov/npas/index.htm> Fafsa: <https://studentaid.ed.gov/sa/fafsa> College search: <https://bigfuture.collegeboard.org/college-search> Naviance: <https://cps.edu/Pages/naviance.aspx> 11th Grade Task completion (Post Secondary Game Plan, Match and Fit through super match, college exploration) <https://docs.google.com/spreadsheets/d/1BXNEvOR4NW-bdfbNujKDix-XNwk09IsuP23CearteXc/edit?usp=sharing> Students utilize Naviance to complete career finding and career interests through the career interest profiler. <https://drive.google.com/open?id=19ka3SZ22Rgnc8xZSAfWsHB9LTL3s80XL> Identify students that qualify for Dual Enrollment and advise students to take classes that align with their career interest like business 101, biology, criminal justice, architecture. Dual Enrollment: [https://drive.google.com/open?id=1YExp7GfxAHzqM8qNHVrF6uUDHgTt\\_B1a](https://drive.google.com/open?id=1YExp7GfxAHzqM8qNHVrF6uUDHgTt_B1a) Help students enroll into activities like Lurie's Children's Hospital internship, Genesys Works, UIUC College of ACES research program, and others. Luries: <https://drive.google.com/open?id=0BzSpy063jtTkQzA2NHR5R2pGtjVndGFBSEVjN0kxcW83ZjFz> Chicago Scholars: <https://drive.google.com/open?id=0BzSpy063jtTkUXVnUU1veVdQOHh6M0EtEpxOVhoUjRXck1F> Meet with students to go over their Learn.Plan.Succeed. Report. Students learn about different post secondary options like gap year, military, trade, and college. Promote programs like YEARUP, CCC Pathways, and national guard. Learn Plan Succeed Report <https://drive.google.com/file/d/16s5Kg4CpF50xfMScZarAXlur-GmCEEHz/view?usp=sharing> Parent field trips to different colleges. Students will



look at transcript, GPA, and SAT scores to determine college selectivity and post secondary options [https://docs.google.com/present\\$Y19 Summer Meltation/d/1i-WGaO1jxskxahdru306a3Gs-x4isx5pOxt\\_HVqA\\_8A/edit?usp=sharing](https://docs.google.com/present$Y19 Summer Meltation/d/1i-WGaO1jxskxahdru306a3Gs-x4isx5pOxt_HVqA_8A/edit?usp=sharing) SY2019 Summer Melt Log: SY19Tracker Summer Melt Senior Parent field trips to different colleges. Family night to complete FAFSA and ISAC Fafsa workshops. Sending targeted emails for students who qualify for scholarships like Posse, UNFC, Dominican LightHouse Scholarship, Dell, and One Million Degree. Inviting and pulling out students to 315, post secondary lab, for scholarship completion. Schedule ISAC workshop for students to provide them with Financial information and Gear Up, CIS, and Counseling organize and recruit for college/career exposure field trips (fairs, colleges, trades)

## 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)
  - 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:**
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 1 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Student voice committee formulated Student Voice Worksheet Student Voice Expectations Student Voice Mosaic Project Student Ambassador Invitation Student Ambassador Contact Sheet Student Ambassador Commitment Form Student Ambassador Training PPT Student Ambassador Meeting Agenda 1-7-20 Sample Student Ambassador Meeting Minutes 1-7-20 Sample Social Studies engaged in training regarding C3 framework Introduction of Civic Class using the CPS Curriculum Civics teachers training to implement the curriculum Attending a PLC regarding the implementation of the Inquiry arc in all social studies classes Introduction of AP US Government and Politics Revamping of our US Curriculum to allow more focus on Civic engagement English Units designed to tackle the issue of identity, community, and voice Implementation of CPS framework from H.S. Summits Instruction on the validity of sources including media and internet sources Debate in AUD Reworking of Curriculum to include many modern issues and connections A focus on the skill of creating arguments and Counter arguments Voter Registration Mock Elections Attending Civics and Financial Literacy Workshops Completing the application and actions toward becoming a Democracy School Common Civics interim and summative assessments Student Voice Committee are part of the Democracy School Team Participation with the

Intergovernmental Department in a Civics pilot program Enter evidence here?  
 Quarter 1 Curriculum Calendar Participate: Civics - Mini Project Scoring Sheet  
 Participate: Civics - Mini Project Smagacz Citizenship Song.docx The Donald  
 Project Civics Service Learning Project - Quarter 2 Civics Introduction Quarter 3  
 Curriculum Calendar Democracy School Meeting - January 22, 2020 The Election  
 PSA The Impeachment of Donald Trump Stars and Steps Learning Feedback  
 Foreman orientation preparation.docx The Opinion Editorial Requirements for the  
 Opinion Essay Civics Group Project - We Hold These Truths, We the People and  
 other historical documents? Debate Program Group Questions for Debate.docx  
 GROUPS FOR DEBATE (1).docx Foreman Presidential Debate 2020

- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 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)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 2 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)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Family Engagement Summer Student Orientation with staff and student participation Informationals on State of the School, Attendance, and FOT/SOT

during PTC Foreman has created a parent room with weekly activities for parents. Formation of functioning PAC & BAC (parent organizations) which permits the use of funds for these organizations. PRIDE Daily Announcements Working to develop family engagement via Gear Up Parent Workshops Working toward developing community relations and feeder school relationship building Articulation Team Meeting 1/22/20 Agenda Articulation Team Meeting 1/6/20 Minutes High School 101 Survival Flyer for Feeder Schools Shadow Day Flyer Student Ambassador Tour Script for School Visits Began letter of donation for Culture & Climate w/ PRIDE incentives in place PRIDE Donation Letter PRIDE Incentive Calendar FAFSA Phone Script Developing a school Culture and Climate with Restorative Practices and SEL Supports in Conjunction with MTSS & PRIDE Culture & Climate Meeting Agenda & Minutes 1/23/20 PRIDE Planning Tool & Posters MTSS Meeting Agendas Student voice Student Voice Activity Student Voice Worksheet & Planning Doc Student ambassadors Student Ambassador Contact List Student Ambassador Roster Student Ambassador Commitment Form Student Ambassador Training Student Ambassador Meeting 1/7/20 Social committee schoolwide culture development Social Committee Flyer Social Committee Roster Social Committee Birthday Celebration Jan 2020 Student supports for academic and instructional time supports After School Tutoring Recommendation Spanish After School Tutoring Recommendation Democracy School application process After school open house Arts event CIS works with PAC parent leaders to bring community partners to do workshops for parents

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## School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
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	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	Performance data of students with IEPs (per 5-Year Vision Portal): 53.53%; overall performance data of all students: 59.03%
Root Cause 1	Lack of differentiated professional learning and coaching for teachers centered on providing differentiated learning opportunities for all learners, especially English Learners and Diverse Learners
Area of Critical Need 2	Performance data of African-American students (per 5-Year Vision Portal): 52.01%; overall performance data of all students: 59.03%
Root Cause 2	Lack of culturally relevant materials and resources along with lack of differentiated professional learning and coaching for teachers on the importance of student empowerment and voice incorporated with the cultural relevant materials being used
Area of Critical Need 3	Gap analysis between baseline and what's possible in 5 years for ALL students: 13.46%; Gap analysis between baseline and what's possible in 5 years for African-American males: 22.26%

Root Cause 3	Lack of universal protocols and structure for progress monitoring of tiered interventions for students
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## 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
<p>Vision: Freshman On-Track</p> <p>Area of focus: MTSS</p> <p>In the 5-Year Vision Portal, the Freshman On-Track baseline (Fall 2020) rates for our African-American students is lower than FOT for our Latinx students (72.97% vs. 83.59%). Among the four subgroups, our African-American females have the lowest baseline FOT of 66.67%. To improve our FOT rates among all groups, but particularly among our targeted subgroup, requires consistent implementation of all aspects of our MTSS process and procedures with frequent and consistent monitoring of systems by our leadership team.</p>	African American		77.00	81.00
	African American Female		73.00	79.00
<p>Vision: Attendance Rate</p> <p>Area of focus: Student Voice</p> <p>In the 5-Year Vision Portal for Attendance Rate, the baseline attendance rate for African-American students is 82.8% compared to 86.2% for Latinx students. Our African-American females have the lowest attendance rate among subgroups: 81.09% so these students will be our focus. The area of critical need impacted by this metric includes student voice inside and outside of the classroom. This includes culturally relevant texts and curriculum to make students feel empowered and to see themselves in the materials they read. The exposure to authors, texts, images that reflect students' lived experiences could provide a connection to who they are and help them relate to the instruction, which would encourage higher levels of student attendance.</p>	African American		87.00	91.00
	African American Female		85.00	89.00
<p>Vision: 5 Year Graduation Rate</p> <p>In the 5-Year Vision Portal, the 5 Year Graduation Rate for the SY19 Metric (Fall 2020) for our male students is 56.6% while the rate for our female students is 75.7%. The priority group needs to be</p>	Male		61.60	66.60
	African American Male		55.30	62.20

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>our male students. Within our male student group, the rate among our African American males is 48.4% which is significantly lower than the rate for our Latino male students (59.5%). For this reason, the African-American male students will be our primary focus subgroup for improving their 5 Year Graduation Rate.</p>				
<p>Vision: College Readiness SAT</p> <p>Area of Focus: Instruction</p> <p>NOTE: the data referenced below is from our SQRP</p> <p>In the 5-Year Vision Portal, the EL students had the lowest SY18 baseline and of the EL students, for SAT Cohort Growth, the Latina females had a lower baseline (12.2%), compared to the Latino males baseline (16.98%). Additionally, in the 5-Year Vision Portal, the African-American students had a lower baseline (10%) compared to the Latinx students (14.89%) for SAT Cohort Growth. Of this student group, the African-American males, had a lower baseline (14.29%) than the Latino males (16.98%)</p>	Latina (Female)		15.00	18.00
	African American Male		18.00	21.00
(Blank)				

**Required metrics (Highschool) (100% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p><b>My Voice, My School 5 Essentials Survey</b></p> <p>Using the 2019 5Essentials survey results, Foreman scored 52 (Neutral) for Quality of Student Discussion - Ambitious Instruction. This is aligned to the work we have been doing with our Internal Learning Walks, facilitated by our Instructional Leadership Team.</p>				62.00	66.00

**Custom metrics (0% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

# Strategies

## Strategy 1

If we do...	IF teachers are provided with consistent and differentiated professional development, including differentiated coaching and feedback on delivery of effective differentiated instruction for all learners;
Then we see...	THEN all students will have opportunities to demonstrate mastery of content across curricular areas
which leads to...	increased differentiated lessons for all learners throughout teacher unit plans (tentatively measurable by using a unit plan feedback rubric) and improved student scores on district assessments (REACH Performance Tasks) and P/SAT.
Budget Description	Budget Categories to be considered: TExt. Day Buckets for Teacher meetings for training and data analysis; Sub bucket for learning walks; PD Consultant; School-wide Professional Text;
Tags	Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1- Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, OLCE, Math: Rigorous Tasks, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Professional development for teachers: Action Step 1: professional development Audience: teachers and staff with identified area of need; using research-based strategy that teacher has stated they need support with; Evaluation: did the teacher find PD appropriate and useful; are teachers using strategies in the classroom, with immediacy and effectiveness Frequency: Every 5 weeks Concrete strategies/plans for immediate application in the classroom  Tags:</li> <li>(Not started) Differentiated coaching in identified areas of growth/need Action Step 2: differentiated coaching in identified areas of growth, Audience: teachers and staff with specific areas of need Evaluation: evidence of strategies being employed in class; improved skills as evidenced in learning walks, student data, student work and classroom observations. Frequency: determined on an individual basis  Tags:</li> <li>(Not started) Feedback from admin/peers on unit plans, internal walk-through observational data Action Step 3: feedback from admin/peers on unit plans,</li> </ul>

	<p>internal walkthrough observational data (ILT-facilitated and/or non-core teacher walk-throughs) Using rubric, teachers can be provided feedback data from internal walk-throughs based on school-wide Look-Fors Using rubric, teachers can be provided feedback data from Unit Plan Collaboration between department and/or grade level colleagues and admin;</p> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Observational student growth over time Action Step 4: using student data to inform teachers on the efficacy of strategies in identified areas of growth and improved student performance. Audience: teachers, administration, staff and students Evaluation: GAB reports (grades, attendance); FOT/SOT; student assessment data (REACH Performance Tasks and district assessments) Student portfolios; student work, student folders, student exemplars (showing student growth over time)</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	<p>If MTSS is implemented and actively supported by leadership, educational practices are inclusive, there are quality control measures to ensure that processes are established to regularly monitor outcomes and correct practices that are not working, universal practices are in place to support the academic and social-emotional health of all students, with universal screening measures to identify all underachievers for early intervention, implementation of tiered supports are in place with fidelity checks and feedback looping processes embedded in automated systems, and data-based decisions are regularly made to improve student outcomes,</p>
Then we see...	<p>then MTSS at Foreman will be running at peak efficiency</p>
which leads to...	<p>all students having the ability to be successful both academically and emotionally.</p>
Budget Description	<p>Budget Categories to be considered: Ext. Day Buckets for Teacher meetings for training and data analysis; Purchase of Universal Screener for support of Progress Monitoring; School-wide Professional Text; Purchase of T2 &amp; T3 Interventions; Ext. Day Buckets for Teacher T2 &amp; T3 Interventions; Ext. Day Buckets for Teacher for the creation of T2 &amp; T3 Interventions.</p>
Tags	<p>Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions</p>
Action steps	<ul style="list-style-type: none"> <li>(Not started) 100% of active Foreman students will participate in the universal screener (Star or IXL).</li> </ul> <p>Tags:</p>



	<ul style="list-style-type: none"> <li>(Not started) Process and workflow of feedback looping is created to collect qualitative and quantitative data for discussion and decision making. This includes full implementation of Hornet Hub.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Tiered supports are recorded and progress monitored by teachers and MTSS team along with progress monitoring followup (progress supports, gradebook updates, behavior logs to show improvement) at regular intervals. First interval is 5 weeks, then every 3 weeks.</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	If we make it routine to collaborate about and create culturally relevant curriculum, of which bias is acknowledged and addressed,
Then we see...	then we will see engaged and empowered students,
which leads to...	which will lead to an increase of on-track rates for freshmen and sophomores to a 95% and 85% respectively among our priority groups and as evidenced by overall passing rates in core departments and an increase in Supportive Environment section on the 5Essentials Survey.
Budget Description	Budget Categories: Ext. Day - Buckets for Teacher and Staff meetings for planning and data analysis; Substitute bucket for C&C Learning Walks; Professional Text - Mindset materials; Cultural Considerations/Integration materials or texts; Conferences for Student Voice.
Tags	Leadership for Continuous Improvement, Curriculum, Instruction, Relational Trust, Student Voice, Engagement, and Civic Life, Family & Community Engagement, Assessment: Curriculum Equity Initiative, Budget & Grants, CIDL: Curriculum, Equity: Fair Policies and Systems, Equity: Liberatory Thinking, Equity: Resource Equity, FACE2: Parent Engagement, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, ODLSS: Service Delivery, OLCE, OSCP: Academic Advising, OSCP: Tier 1, OSEL: SEL Instruction, Personalized Learning: Authentic Learning, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Student Leadership, SSCE: Student Voice CIWP, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Action Step 1: Developing a routine collaboration plan Audience: Teachers and staff in their department/team meetings, course team meetings, Articulation team meetings, MTSS meetings, staff in Flex Day PD days, student voice committee meetings, and Culture &amp; Climate meetings would meet routinely, abiding by a school-wide calendar to discuss and plan culturally relevant experiences. Evaluation: Evidence of the creation of a Professional Learning Plan outlining key dates for the audience above; In-house 5Es (esp. Supportive Environment section); Attendance records; PLC agendas, minutes, and supporting documentation. Responsible: It would involve teachers and the members of the</li> </ul>

PLCs mentioned above. Frequency: The creation of the plan would be annually; collaboration would vary depending on the team schedule; reflection/feedback on the plan would occur at the end of semester #1 for revision. Anticipated Outcomes: Students would demonstrate engagement through an increase in on-track rates for 9th and 10th graders and an increase in passing rates overall in all grade levels. Students would demonstrate empowerment through an increase in the Supportive Environment measures on the 5Essentials Survey. Time frame for Accomplishment: The end of the academic year will serve as the accomplishment checkpoint.

Tags: Leadership for Continuous Improvement, Structure for Continuous Improvement, Curriculum, Instruction, Relational Trust, Budget & Grants, SSCE: Inclusive decision-making, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Action Step 2: Making our staff knowledgeable on how to identify and act on addressing biases in all educational settings Audience: Teachers and staff that are involved in all educational settings would participate. Evaluation: Self-assessment tools and reflection tools for evaluating biases and the tools being implemented for both individual and team reflection. Responsible: Teachers and staff would partake in ongoing training to learn how to address biases and differentiate instruction. Frequency: This is an ongoing process determined by individuals and teams. A minimum of every three-five weeks will serve as a checkpoint with Professional Development for addressing biases in respective teams. Anticipated Outcomes: All staff will be able to identify and constructively address instances of bias as they encounter them, creating a collaborative and actionable school environment that works to maintain a culturally relevant curriculum. Time frame for Accomplishment: The end of the first academic year would serve as the accomplishment period, and the second academic term would be for maintenance.

Tags: Leadership for Continuous Improvement, Curriculum, Instruction, Balanced Assessment and Grading, Relational Trust, Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, Equity: Fair Policies and Systems, Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism, MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Action Step 3: Creating a culturally relevant curriculum and environment Audience: The FCCA academic community would serve as the audience. Evaluation: Using the unit evaluation process, the 5Essentials survey Supportive Environment section, and the Foreman in-house/internal 5Essentials survey would serve as evaluative tools for this step. Attendance data, grade data, progress reports, and end of unit surveys measuring cultural relevancy. Responsible: Teachers and all PLCs which include the participation of administration, teachers, students, and families. Frequency: daily with the implementation curriculum; once prior and after the unit is completed by departments and PLCs. Anticipated Outcomes: Students would have access to an

educational environment that is culturally relevant, connects to their world today, and is highly engaging. This would assist in increasing attendance rates, student engagement, empower students to take ownership of their education, and allow students the opportunity to expand their learning experiences with ideas/programs they self-create or research and assist to implement within the building. Time frame for Accomplishment: The end of the first academic year would serve as all teams having been trained and practiced the evaluation of their curriculum; the second academic year would have all teachers and PLCs fully implementing their evaluation cycle for their curriculum.

Tags:Curriculum, Transitions, College & Career Access, & Persistence, Student Voice, Engagement, and Civic Life, Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Community and Career Connections (F/PA #6), Arts Education: Embedding the Arts School-Wide, Arts Education: Equitable Access to the Arts, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Arts Education: High-Quality Classroom Practice - Single Strand Arts Education (F/PA #4), Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, CIDL: Digital Learning, FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, ODLSS: Procedures and Standards, ODLSS: Service Delivery, OLCE, OSCPA: Social/Emotional Support, OSCPA: Tier 1, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy, Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks, Science: Student Discourse, SSCE: Community Engagement, SSCE: Critical Media Literacy, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Inclusive decision-making, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, Teacher Leader Development & Innovation: Teacher Teams, SSCE: Student Leadership, SSCE: Student Voice CIWP, SSCE: Inclusive Partnerships, SSCE: Liberatory Thinking, SSCE: Inclusive Systems Structures, SSCE: Place Based Learning, SSCE: Community Based Learning, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access

## Action Plan

### Strategy 1

Professional development for teachers: Action Step 1: professional development Audience: teachers and staff with identified area of need; using research-based strategy that teacher has stated they need support with; Evaluation: did the teacher find PD appropriate and useful; are

teachers using strategies in the classroom, with immediacy and effectiveness Frequency: Every 5 weeks Concrete strategies/plans for immediate application in the classroom

Sep 11, 2020 to Jun 25, 2021 - Administration; building colleagues (depends on identified area of need for teacher); Network-content Specialists; District Representatives; potentially out-of-district PD providers (depends on identified area of need for teacher)

Differentiated coaching in identified areas of growth/need Action Step 2: differentiated coaching in identified areas of growth, Audience: teachers and staff with specific areas of need Evaluation: evidence of strategies being employed in class; improved skills as evidenced in learning walks, student data, student work and classroom observations. Frequency: determined on an individual basis

Sep 11, 2020 to Jun 25, 2021 - Provider: building colleagues, Network/District Specialists

Feedback from admin/peers on unit plans, internal walk-through observational data Action Step 3: feedback from admin/peers on unit plans, internal walkthrough observational data (ILT-facilitated and/or non-core teacher walk-throughs) Using rubric, teachers can be provided feedback data from internal walk-throughs based on school-wide Look-Fors Using rubric, teachers can be provided feedback data from Unit Plan Collaboration between department and/or grade level colleagues and admin;

Sep 11, 2020 to Jun 25, 2021 - Administration, building colleagues

Observational student growth over time Action Step 4: using student data to inform teachers on the efficacy of strategies in identified areas of growth and improved student performance. Audience: teachers, administration, staff and students Evaluation: GAB reports (grades, attendance); FOT/SOT; student assessment data (REACH Performance Tasks and district assessments) Student portfolios; student work, student folders, student exemplars (showing student growth over time)

Sep 11, 2020 to Jun 25, 2021 - Administration

## **Strategy 2**

100% of active Foreman students will participate in the universal screener (Star or IXL).

Sep 01, 2020 to Oct 12, 2020 - MTSS Team, classroom teachers

Process and workflow of feedback looping is created to collect qualitative and quantitative data for discussion and decision making. This includes full implementation of Hornet Hub.

May 01, 2020 to Sep 01, 2020 - MTSS Team

Tiered supports are recorded and progress monitored by teachers and MTSS team along with progress monitoring followup (progress supports, gradebook updates, behavior logs to show improvement) at regular intervals. First interval is 5 weeks, then every 3 weeks.

Sep 01, 2020 to Oct 01, 2020 - MTSS Team

### Strategy 3

Action Step 1: Developing a routine collaboration plan Audience: Teachers and staff in their department/team meetings, course team meetings, Articulation team meetings, MTSS meetings, staff in Flex Day PD days, student voice committee meetings, and Culture & Climate meetings would meet routinely, abiding by a school-wide calendar to discuss and plan culturally relevant experiences. Evaluation: Evidence of the creation of a Professional Learning Plan outlining key dates for the audience above; In-house 5Es (esp. Supportive Environment section); Attendance records; PLC agendas, minutes, and supporting documentation. Responsible: It would involve teachers and the members of the PLCs mentioned above. Frequency: The creation of the plan would be annually; collaboration would vary depending on the team schedule; reflection/feedback on the plan would occur at the end of semester #1 for revision. Anticipated Outcomes: Students would demonstrate engagement through an increase in on-track rates for 9th and 10th graders and an increase in passing rates overall in all grade levels. Students would demonstrate empowerment through an increase in the Supportive Environment measures on the 5Essentials Survey. Time frame for Accomplishment: The end of the academic year will serve as the accomplishment checkpoint.

Jun 30, 2020 to Jun 30, 2021 - It would involve teachers and the members of the PLCs mentioned above.

Action Step 2: Making our staff knowledgeable on how to identify and act on addressing biases in all educational settings Audience: Teachers and staff that are involved in all educational settings would participate. Evaluation: Self-assessment tools and reflection tools for evaluating biases and the tools being implemented for both individual and team reflection. Responsible: Teachers and staff would partake in ongoing training to learn how to address biases and differentiate instruction. Frequency: This is an ongoing process determined by individuals and teams. A minimum of every three-five weeks will serve as a checkpoint with Professional Development for addressing biases in respective teams. Anticipated Outcomes: All staff will be able to identify and constructively address instances of bias as they encounter them, creating a collaborative and actionable school environment that works to maintain a culturally relevant curriculum. Time frame for Accomplishment: The end of the first academic year would serve as the accomplishment period, and the second academic term would be for maintenance.

Jun 30, 2020 to Jun 30, 2022 - Teachers and staff would partake in ongoing training to learn how to address biases and differentiate instruction.

Action Step 3: Creating a culturally relevant curriculum and environment Audience: The FCCA academic community would serve as the audience. Evaluation: Using the unit evaluation process, the 5Essentials survey Supportive Environment section, and the Foreman in-house/internal 5Essentials survey would serve as evaluative tools for this step. Attendance data, grade data, progress reports, and end of unit surveys measuring cultural relevancy. Responsible: Teachers and all PLCs which include the participation of administration, teachers, students, and families. Frequency: daily with the implementation curriculum; once prior and after the unit is completed by departments and PLCs. Anticipated Outcomes: Students would have access to an educational environment that is culturally relevant, connects to their world today, and is highly engaging. This would assist in increasing attendance rates, student engagement, empower students to take ownership of their education, and allow students the opportunity to expand their learning experiences with ideas/programs they self-create or research and assist to implement within the building. Time frame for Accomplishment: The end of the first academic year would serve as all teams having been trained and practiced the evaluation of their

curriculum; the second academic year would have all teachers and PLCs fully implementing their evaluation cycle for their curriculum.

Jun 30, 2020 to Jun 30, 2022 - Teachers and all PLCs which include the participation of administration, teachers, students, and families.

## 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.**

Teachers and key stakeholder groups are provided a "Foreman-ized 5Essential Survey" which serves as a needs assessment survey at the beginning and end of year to determine materials, texts, resources needed for the current and upcoming school year. The survey results will be used to determine purchases and procuring items needed to improve student academic outcomes.

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

As one of our key CIWP Priorities for 2020-2022 is Student Voice, Civic Engagement and Family Life, one of our strategies is to elicit increased participation from all student subgroups in our Student Voice Committee. Key subgroups such as our EL students, DL students, Latinx students and African-American students from every grade level will be provided opportunities to submit to administration their concerns, suggestions, program ideas and other resources that they feel will improve academic outcomes for all students at FCCA.

**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.**

As part of the Core Instructional Effectiveness work of the district, our Instructional Leadership Team has been facilitating internal Learning Walks to determine the efficacy of our core instructional program. One of the areas of focus has been on improving student-to-student discourse. Teachers have been and will continue to be provided research-based instructional strategies they can use to enhance the quality of student discussions across all content areas. With the rigor and caliber of student discussions increasing, there will be improved and higher quality student work produced from all students,

**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 will be a continuing focus on improving core instruction across content areas, evidence of efficacy of instruction will be captured during internal Learning Walks. Targeted supports for students with needs for tiered interventions, such as Wilson Reading for struggling readers, will be provided for our students with lower academic achievements posted on statewide assessments such as PSAT and SAT. One of our subgroups that will receive targeted support is our African-American males which had the lowest baseline score for SAT Cohort Growth, according to CPS 5-Year Vision Portal.

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

Our administrative team works closely with Central Office departments, such as the Opportunity Schools, to attract highly qualified teachers in areas such as CTE to staff programs that will eventually serve as intentional pathways towards college credits and/or marketplace certifications. We also participate in district recruitment fairs, leverage relationships with other network and district administrators to receive recommendations of qualified teachers as well as solicit recommendations from key school and community stakeholders for highly qualified teachers.

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

Administrative team collaborates with ILT, MTSS, Restorative Team, Climate and Culture, to develop a professional development calendar in alignment with CIWP goals. Professional development sessions occur prior to school year, during flex day pds, end of year, and during summer.

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

Online advice videos that provide parents information on how to support their children, dedicated parent blog, social media, parent/teacher conferences, family nights, volunteer opportunities, PAC/BAC.

**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.**

N/A - High School

**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.**

Instructional Leadership Team leads conversations on academic assessments, teacher discussion, professional development, 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 Team data analysis of qualitative and quantitative data informs appropriate interventions.

**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.**

Administrative team collaborates with Communities in Schools, school clinicians, and counseling team to ensure the coordination and integration of these programs.

## ESSA Targeted Assistance Program

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## 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 are invited to attend the LSC, PAC, BAC, and other parent meetings communicated via email, phone, website, social media, school marquee, and handouts provided to students. Within the LSC, PAC, and BAC, the CIWP is reviewed in its entirety and elements of the CIWP are addressed throughout the school year in the form of professional development, guest speakers and workshops dedicated to improve the school and support students in accordance with the CIWP.



**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**

PAC Title I principal presentation will be held for parents at a meeting during the week of September 15th-18th. PAC and BAC meetings will be scheduled monthly throughout the school year at a time most convenient for parents. Monthly meetings are announced via email, phone calls, school website, social media, and school marquee. Gear UP and parent volunteers also communicate meeting times with families.

**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.**

A Google form will be created for parent suggestions as well as a hard copy. PAC representatives will meet with the Instructional Leadership Team and administration to discuss suggestions and feasibility of implementation.

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

Student performance results can be accessed online and are sent home with students. Student performance and progress is also mailed home every five weeks in the form of a GAB report (Grade, Attendance, Behavior), as well as 4 official progress reports sent home and 2 parent report card pickup events at the school.

**Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.**

Parents are notified via mail and email if their child's teacher is not "highly qualified" status.

**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 provide presentations at the beginning of the school year and during report card pickups outlining the state's academic standards, achievement standards, local academic assessments, and any alternative assessments. This includes parent/student portal training and how to utilize report cards, GAB reports, and test assessment data to monitor their child's progress.

**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.**

Wrap around services will be provided to support students and families. Parent portal training will be provided, the PAC/BAC will reach out to families to become involved, presentations are provided at report card pickups that inform parents how to be involved, family contact information will be assessed and updated at the beginning of the year, partners such as GEAR-UP, CASA, Youth Guidance, and CLEF support parental engagement through book clubs, art classes, mental health support, and legal support. Teachers are strongly encouraged to communicate with families regularly.

**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.**

FCCA is committed to welcoming parents and supporting and nurturing their involvement in their child's education. Teachers are encouraged to regularly communicate with families and document parent contact. External partners offer parent workshops and classes ranging from book clubs to ESL classes.

**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.**

The PAC and BAC hold monthly meetings to support parents' understanding and improve parent agency and access to their children's education. GEAR UP, CASA and the counseling department offer opportunities for parents to participate in workshops and training in a variety of topics including college readiness and testing preparedness. Opportunities to participate in arts and extracurricular programs are available to our parents through our external partners.

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

All communication is provided in English, Spanish, and Arabic and Foreman utilizes board approved methods of communication. This includes email via Aspen, email/phone calls/SMS messages via Blackboard Connect, letters mailed home and/or provided to students, a website that can be translated in multiple languages, and a school marquee. PAC/BAC agendas are sent in the previously provided methods of communication including the Remind app.

### 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.)**

Our mission at Foreman College and Career Academy is to prepare all of our students, including students with disabilities, for post-secondary learning and/or entrance into the work force. To support this mission, teacher are provided with continual professional development, the school maintains a distributed leadership model with highly effective teams, the climate and culture of the building is consistently addressed, students are equipped to be advocates for themselves, and families are equipped to support their children.

**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.**

Two parent teacher conference dates are established at the end of the 1st and 3rd quarters, Nov. 5th and April 15th, respectively. All teachers are present for 6 hours on these dates for parents to conference with them. FCCA has a communication hub that will allow families to request a conference at any time with a teacher. These meetings can occur at any time during the 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.**

A report is provided to parents after the 2nd week of school and then every 5 weeks via BAG (behavior, attendance, grades) reports. In addition, progress reports are distributed every 5 weeks, and report cards are distributed each quarter. During the 1st and 3rd quarter report card pickups, parent-teacher conferences are established. Teachers frequently contact families via email and/or phone with status updates and parents can request a conference at any time.

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

Parent portal and the school website provide direct access to teachers via email. Parents can call the main office, attendance office, counselling office, or dean's office to establish a parent conference with teachers. Staff is available to meet with parents during their preparation periods which comprises 102 minutes per day. Counseling office will establish meetings with families and be flexible for same day meetings. Communication is provided to families of the office hours that counselors are available for walk-in appointments.

**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 can volunteer at any time and in many capacities through the main office. The ILT, MTSS team, and Climate and Culture Team will outline opportunities and needs for parent volunteers.

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

Parents will support their children's learning by ensuring students are at school on time every day, parents will continually monitor parent portal for attendance and grade data, parents will communicate with teachers via parent portal and the school website, parents will ensure students are dressed appropriately, parents will ensure students are at home in the evening, completing their homework, and getting quality sleep.

**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 should attend school conferences, attend LSC and PAC/BAC meetings, complete surveys requested by the school, attend open houses, and contact the main office and request meetings with administration, counselors, teachers, and/or deans, complete the 5 Essentials Survey.

**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 can join the Student Voice Committee, complete 5 Essentials survey, participate in student government, attend school punctually, be prepared for class, complete homework in a timely manner, continually monitor student portal.

## **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.**

In order to support our students' academic success, FCCA will strengthen our partnership with parents. We have a parent room on site that can be utilized for technology and other resources. Parents are educated on how to support their children and their knowledge is shared with the school. Parent conferences are planned and held 2 times per year and at the request of parents. Data is provided to parents in multifarious ways to stay informed and support their children. Parents can interact with faculty via parent portal and the school website and be advocates for their children and assist teachers by providing knowledge of their children. Training topics include parental engagement, climate and culture, supporting students, post-secondary opportunities, getting prepared for college, navigating high school, understanding school metrics, and other training deemed appropriate by the PAC/BAC, LSC, and school teams.

**Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$1300.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1324.00
<b>54125</b>	<b>Consultants</b> 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)	\$674.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$2000.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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

