Austin College and Career Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Simone Griffin	Principal	sggriffin@cps.edu	Has access
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Finley Venus	LSC Chair	MsVenus42.vf@gmail.com	Has access

Team Meetings

Date	Participants	Topic
01/29/2020	Simone Griffin, LaTacia Morgan-Greene, Marcus Clemmons, Ladonna Myers, Steven McIlrath, Tamarium Davis	SEF Assessment
02/17/2020	Simone Griffin, LaTacia Morgan-Greene, Marcus Clemmons, Ladonna Myers, Steven McIlrath	Root Cause Analysis

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

- 2 - Leadership for Continuous Improvement
  - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 2 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 2 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: School-wide vision and beliefs around collective responsibility were created with the staff. The ILT is comprised of active school members; however, support from other staff members would add greater value. The Humanities and STEAM Departments have emerging approaches to data-driven discussion; but, need support with the skills to develop differentiated classroom-based interventions and curriculum to address emerging needs of students. 2018-2019 5 Essentials Data reported the following: 5E - "Teachers ask challenging questions on tests.? 22% Students report never to once in a while. 5E ? ?This class challenges me? 31% students report never to once in a while. The data shows that not every stakeholder is committed to fulfilling the shared vision of fostering a rigorous culture of learning focused on preparing students for postsecondary success.
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 2 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: ILT Meets consistently bi-weekly. Teachers meet by grade level every Tuesday and by Department every Thursday. A teacher leader facilitates the meetings whose topics include: Unit planning, Classroom Environment, Overall Culture and Climate, REACH Framework for teache=ing, MTSS, FOT, SOT, etc.Additionlly there is a schoolwide focus on Domain 3A. Teachers will select

another area in Domain 3 they would like to focus on independently. Teachers will then conduct peer observations to collaborate around improving their practice in the self selected area. Professional development will be provided by Academic Approach on various topics related to improving performance on the PSAT/SAT. We have yet fully staff the school to be able to create balanced grade/content teams with a variety of strengths to ensure all students. Although we have a functioning LSC they have yet to contribute to SEL initiatives in the school. Still working on transforming the physical surroundings to convey a positive, student centered environment.

Depth and Breadth of Student Learning and Quality Teaching

- 1 - Curriculum
  - 1 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 1 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
  - 1 Curriculum connects to real world, authentic application of learning
  - 1 Curriculum is aligned to expectations of the standards
  - 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 1 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**: Teachers have the autonomy to use the curriculum that best fits their needs; however, ACCA is working towards alignment and working backwards to focus on the skills students' need to possess at the end of the course and for future studies. ACCA is also working toward utilizing Cultural Relevant Teaching. ACCA is working towards establishing a more aligned and rigorous curriculum that create balance for diverse learners and integrates SEL into the delivery of instruction ACCA is working on a process to examine curriculum regularly, using a cycle that supports transparency and teacher leadership.
- 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
  - 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 1 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**: According to he 2019 School progress Report ATTAINMENT 7% of students met the benchmark for SAT9 0% of students met the benchmark for SAT10 2% of students met the benchmark for SAT10 GROWTH PSAT9 Cohort Growth 20th Percentile PSAT10 Annual Growth in Reading 36th Percentile PSAT10

Annual Growth for Math 50th Percentile SAT Annual Growth Reading 13th Percentile SAT Annual Growth Math 50th Percentile

- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 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
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 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
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: The team uses various assessment from teacher made to district mandated. Emerging use of Academic Approach, but translating data into classroom interventions and material curriculum is not evident. Working towards a cycle of learning where teacher created assessments are used at the five week mark. Students are assessed daily using exit tickets and exit strategies Need to develop a schoolwide systematic approach to grading
- 1 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 1 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 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)
- o 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)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- o 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: Grade Level on Track-Track team leaders consistently monitor on-track rates, meet with faculty and students to review data and discuss trends. Functioning MTSS is not present
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: We have a strong counseling team that meets with students daily to provide guidance on college and career readiness, planning, applications, etc. VISION Within our safe and supportive environment Austin College and Career Academy fosters a rigorous culture of learning focused on preparing students for postsecondary success. 91.4% Seniors completed 3 or more college applications 82.8% Seniors applied to at least 1 match college 98.3% Seniors have been accepted to at least one college (2 or 4 year) 46.6% Seniors have been accepted to at least one 4-year college 87.9% Seniors completed at least one net pricecalculator (for any school) 9th-12th grade students utilize Naviance to set goals According to the 2019 SQRP College Enrollment rate is 43.3% College Persistence Rate is 25%

Quality and Character of School Life

- 2 - Relational Trust
  - o 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Trust is present among the school. However, more activities are needed to continue to build trust. We have established a school Culture and Climate Team as well as a Social Committee to help improve teacher morale and overall school environment. 5E- Teachers In This School Trust Each Other 75% Strongly agree and agree 5E - It's OK In This School To Discuss Feelings, Worries, And Frustrations With Other Teachers. 84% Strongly agree and agree 5E- Teachers Respect Other Teachers Who Take The Lead In School Improvement Efforts 84% Stongly agree and agree 5E - Teachers At This School Respect Those Colleagues Who Are Experts At Their Craft. 91% Strongly agree or agree 5E- Teachers Feel Respected By Other Teachers 100% agree or strongly agree
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process

- o   2 Engage in discussions about current and controversial issues
- o   2 Explore their identities and beliefs (REQUIRED: OSEL)
- o   2 Exercise student voice (REQUIRED: OSEL)
- o   2 Authentically interact with community and civic leaders
- o   2 Engage with their community
- o   2 Take informed action where they work together to propose and advocate for solutions
- o   2 Experience a schoolwide civics culture
- o   **Evidence**: There is a student that holds a seat on the LSC Several students that are 18 and over have become judges through a partnership with CAC. Students discuss controversial topics every day in homeroom as well as in Civics classes for students that have that class. We are developing a Student Voice Committee We are also .cultivating student ambassadors
- 3 - Physical and Emotional Safety
  - o   3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o   3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o   3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o   3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o   **Evidence**: There is a Culture and Climate Coordinator that enforces to the student rights and responsibilities. There is an At-Risk Coordinator to support the efforts of the Culture and Climate Team. The security team works on an organized schedule that supports students in all areas of the building 5E - Students Report How Safe They Feel: Outside Around The School? 50% mostly safe and very safe Traveling Between Home And School? 58% mostly safe and very safe In Their Classes 61% mostly safe and very safe In the Hallways 74% mostly safe and very safe
- 2 - Supportive and Equitable Approaches to Discipline
  - o   1 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o   2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o   1 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o   2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o   **Evidence**: Student discipline is guided by the student rights and responsibilities Specific Responsibilities for Classroom Teachers: Establish, clearly post, teach and model classroom expectations. Maintain consistent communication regarding both positive and negative behavior through the following outlets: With the student through Restorative Conversations The School Staff through Verify Student Logger Parents and Guardians through weekly phone calls home or in school conferences. Strive to maintain a three to one ratio of positive to negative reinforcement and language towards students within the school environment. Organize Parent/Guardian Conferences Develop Re-entry plans for students with recurring misbehaviors Specific Responsibilities for the Culture and Climate Coordinator Respond to Level 2 and 3 referrals within 24 hours. Support

Parent/Guardian Conferences: with students, parents, administrators and classroom teachers. Assign and manage ISS. Ensure that students fulfill consequences issued to them by administrator. Work with counselors and clinicians to refer ?frequent flyers? for additional behavioral and social-emotional supports. Integrate and implement restorative justice practices with students. Maintain consistent communication regarding outcomes and consequences of referrals with teachers and staff. Strive to maintain a three to one ratio of positive to negative reinforcement and language towards students within the school environment. Specific Responsibilities for Security Staff Fulfill duties associated with the rotating assignments as part of the school?s comprehensive security plan; maintain an orderly post and remain at the post at all times unless otherwise directed by a supervisor Actively and Proactively respond to incidents, fights or other issues in the school that threaten the safety of students, staff, and/or guests Report unusual activity or suspicions of safety issues to the Security Supervisor or administration in a timely fashion. As assigned, monitor the student entry and dismissal process to ensure safety Build positive and professional relationships with students and leverage those relationships to establish and maintain productive and safe learning environments and common areas of the building Lead efforts to de-escalate inappropriate student behaviors and assist students with maximizing their time on task in classrooms

- 2 - Family & Community Engagement
  - o 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 1 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 1 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: There is an active Parent Advisory Council There is an active LSC Parents are welcome to meet with teachers, staff, Dean or Admin Partnership with BAM (Becoming a Man) - Youth Guidance Partnership with WOW (working on Womanhood) - Youth Guidance Partnership with BUILD Parents are allowed to shadow students in classes or follow a student's program to understand the learning environment and/or support student behavior plans and reengagement

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Low growth and attainment for African American Males.
Root Cause 1	Lack of Culturally Responsive Teaching
Area of Critical Need 2	Lack of standards-based instruction aligned to assignments and assessment.

Root Cause 2	Lack of quality professional development and training.
Area of Critical Need 3	Lack of Trauma informed instruction and MTSS
Root Cause 3	Inconsistent BHT (Behavior Health Team) and resources needed to successfully implement MTSS.

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: PSAT 9 Annual Growth Percentile The goal is to move from Level 2 to Level 2+ for SY20. PSAT9 annual growth is one way to move us closer to that goal.	Overall		28.00	39.00
	African American Male		28.00	39.00
SQRP: PSAT10 Annual Growth Percentile-Reading The goal is to move from Level 2 to Level 2+ for SY20. Student PSAT10 growth in Reading is one way to move us closer to that goal.	Overall		50.00	55.00
	African American Male		50.00	55.00
SQRP: PSAT10 Annual Growth Percentile-Math The goal is to move from Level 2 to Level 2+ for SY20. Student PSAT10 growth in Math is one way to move us closer to that goal.	Overall		70.00	75.00
	African American Male		70.00	75.00
SQRP: SAT Annual Growth Percentile-Reading The goal is to move from Level 2 to Level 2+ for SY20. Student SAT growth in Reading is one way to move us closer to that goal.	Overall		18.20	25.00
	African American Male		18.20	25.00
	Overall		70.00	75.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Annual Growth Percentile-Math The goal is to move from Level 2 to Level 2+ for SY20. Student SAT growth in Math is one way to move us closer to that goal.	African American Male		70.00	75.00

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey According to the 2019 CPS 5 Essentials Survey: Austin College and Career Academy is not yet organized Ambitious Instruction: Neutral Effective Leaders: Weak Collaborative Teachers: Weak Involved Families: Weak Supportive Environment: Neutral				4.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Percent Meeting College Readiness Benchmarks Percent of students graduation from Austin ready for college should increase by at least 40% SY21.	3.30			10.00	15.00

Strategies

Strategy 1

If we do...	implement a distributive leadership model that focuses on building foundational skills of students and leading adults through meaningful research-based professional development
Then we see...	more standards-based instruction that includes culturally responsive teaching and trauma-informed best practices with an intentional focus on including research-based instructional strategies and skills
which leads to...	improved FoT, SoT, and upper-level grade growth improvement by 10% or more in core subjects
Budget Description	Our school will be participating in the Empowered Schools Cohort 3 in SY20. We're currently budgeting for (1) MCL and hoping the district will fund (1) MCL. These two MCLs will work with our humanities and steam team. Because we are such a small school, the MCLs will be recruited from outside the school but, our ILT is excited and will lead buy-in when the MCLs join our team.
Tags	CIDL: Curriculum
Action steps	• (Not started) utilize grade level and department meetings to provide time to analyze the quality of unit plans, student activities, authentic student work samples and assessments to ensure they are aligned with standards and skills. Tags:Arts Education: Assessment in the Arts, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse

Strategy 2

If we do...	provide culturally sensitive and trauma-informed standards-based instruction
Then we see...	high-quality lesson plans, quality note-taking, quality formative, and summative assessments, meaningful activities aligned to the standards, and rigorous student tasks that include high order thinking skills
which leads to...	overall growth on FoT toward 90% or above, PSAT 9 Annual Growth Measure 45%, PSAT 10 Annual Growth Measure 42%, and SAT Annual Growth measure 30% and improvement in the 5 Essentials Survey Category of Academic Press and English Instruction from Weak to Strong
Budget Description	
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access
Action steps	• (Not started) Conduct internal instructional core walk with fidelity to allow for peer observation, peer collaboration adn peer coaching.

	Tags:Structure for Continuous Improvement, ODLSS: Instructional Quality, ONS: Continuous Improvement, Science: Rigorous Tasks, SSCE: Engaging in Difficult or Controversial Discussions, Teacher Leader Development & Innovation: Distributed Leadership

Strategy 3

If we do...	implement school-wide universal positive behavior intervention strategies that are aligned with restorative justice policies and procedures that coincide with the CPS Students Rights and Responsibilities. Training will be provided by the Behavioral Health Team during Department Meetings.
Then we see...	students better equipped to self-regulate, self-control and resolve interpersonal conflicts in a positive manner.
which leads to...	A change in school cultures that results in an overall positive environment for all staff and staff measure by 15% reduction in OSS.
Budget Description	ACCA will collaborate more with our network Socio-Emotional Specialist, Ben Thullen to address this objective.
Tags	Equity: Fair Policie sand Systems, Equity: Inclusive Partnerships, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	(Not started) Identify school-wide PBIS and create professional development practices for school implementation Tags:MTSS (Not started) Identify staff members for training on Peer Jury Tags:Equity: Resource Equity, OSEL: Tier 2 and 3 Interventions, SSCE: Inclusive decision-making, SSCE: Student Voice, SSCE: Inclusive Systems Structures

Action Plan

Strategy 1

utilize grade level and department meetings to provide time to analyze the quality of unit plans, student activities, authentic student work samples and assessments to ensure they are aligned with standards and skills.

Aug 24, 2020 to May 31, 2021 - ILT, Grade Level and Department Team

Strategy 2

Conduct internal instructional core walk with fidelity to allow for peer observation, peer collaboration adn peer coaching.

Sep 01, 2020 to May 31, 2021 - All Staff

Strategy 3

Identify school-wide PBIS and create professional development practices for school implementation

Aug 24, 2020 to Jun 18, 2021 - Behavioral Health Team and Culture Committee

Identify staff members for training on Peer Jury

Aug 24, 2020 to Jun 01, 2021 - 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.
ACCA and its PAC will review and revise annually at the June meeting.
Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.
ACCA reviews all strategies to ensure students are provided multiple opportunities to meet and/or exceed benchmarks.

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.

Because all our students reside in an underserved community, ACCA reviews and analyzes our structures to ensure all methods and instructional strategies suit the needs of all our students through an equity lens.

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).

ACCA, in conjunction with our LSC, analyzes and revises all academic plans to ensure MTSS supports are implemented with fidelity. We utilize mentoring, counseling and intervention supports all students.

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

We have a new teacher mentoring program, staff paraphernalia, regular mentor meetings, leadership opportunities and supports with engaging students and the community.

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.

ACCA provides professional development in multiple areas through our plcs that are content and grade level based.

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

ACCA provides adequate and welcoming space to engage families. We conduct multiple family open houses per year. We have also created a Family Handbook that helps family members understand the goals and purposes of the center.

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

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.

ACCA presents an assessment plan to our teachers that comply with our district timeline and expectations.

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.

ACCA designs a professional development plan, by seeking guidance from research-based practices, to support investment of growth in our teachers.

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.

ACCA puts all measures in place to ensure we follow all federal, state, and local guidelines under the law.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

ACCA and its PAC will review and revise annually at the June meeting.

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

ACCA's Title 1 meeting is held the same night as the Annual Back to School Night. Lindblom's PAC meeting schedule will be established by the PAC at the
beginning of each school year.

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

The PAC will hold monthly meetings that will have opportunities for parents to raise questions or request information. Other requests will be responded to by the administration as they arise.

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.

Reports will be shared as they are made available by Chicago Public Schools

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 will be immediately notified by letter if/when their child has been assigned to or taught by a teacher who is not "highly qualified."

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.

Parents will be provided annual sessions on how to access CPS systems and their connection to content standards at the request of the PAC. This will also be provided through new parent orientation.

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.

Parents will be provided annual sessions on how to access CPS systems and their connection to content standards via PAC meetings.This will also be provided through new parent orientation.

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.

Parent involvement and communication expectations are established in the ACCA staff handbook. During new staff orientation, staff is trained on expectations and how to best approach parent involvement.

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.

NA

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.

When corresponding with parents, we will do our best to ensure that the correspondence is in the parents' first language. We will also make use of translators and our website has a translation feature. Google translate will be used when feasible.

Policy Implementation Activities

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

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

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

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

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

NA

School-Parent Compact (Complete)

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

Within our safe and supportive environment Austin College and Career Academy fosters a rigorous culture of learning focused on preparing students for postsecondary success.

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.

ACCA will hold parent-teacher conferences twice annually on the dates established by CPS. Parents will have an opportunity to sign up for 10 minute meetings online in prior to the day of, as well as, the day of conferences.

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

We encourage parents to utilize parent portal to monitor their child's progress. Progress reports will be emailed to parents every 5 weeks. They will be printed upon parent request.

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

Staff is always available via email. Staff is also available for meetings during report card pick up and by appointment.

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

Parents are encouraged to volunteer. Parents are also able to observe classrooms when requested in advance.

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

All parents are asked to use parent portal to actively monitor student grades and attendance.

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

Parent meetings are called whenever big decisions are being made. There are often grade level meetings throughout the year as well as school-wide parent meetings on various topics.

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).

Throughout our academic programming students are committed to good attendance, utilizing academic supports and utilizing the executive functions curriculum.

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.

Goal: To provide parents with multiple opportunities to learn about all of the opportunities that ACCA provides.
Goal: To identify parent knowledge/skills gaps and provide training and support to ensure every parent can support their child's education.

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.	$600.00
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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$200.00
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)	$200.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$100.00
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.	$300.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$100.00
53510	**Postage** Must be used for parent and family engagement programs only.	$55.00
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