

# Roberto Clemente Community Academy High School 2020-2022 plan summary

## Team

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Name	Role	Email	Access
Megan Sizoo	Special Ed Teacher/ILT member	msizoo@cps.edu	Has access

## Team Meetings

No meetings saved for this plan.

## 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
  - 2 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
  - 2 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:**
- 2 - 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
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs

- 2 Align the budget to the CIWP priorities and the mission of the school
- 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 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
  - 2 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)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 1 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 1 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:**
- 2 - Balanced Assessment and Grading
  - 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 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
- 1 Improve and promote assessment literacy
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 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)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 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)
  - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 1 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)
- 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)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 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)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 4 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 1 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)
  - 3 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)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 2 Partner equitably with parents speaking languages other than English
- 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:**

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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: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	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	Balanced Assessment and Grading
Root Cause 1	Most of our teachers have between 1-3 years of experience and need instructional skill building.
Area of Critical Need 2	Curriculum
Root Cause 2	Most of our teachers have between 1-3 years of experience and need instructional skill building.
Area of Critical Need 3	Develop rigorous tasks
Root Cause 3	Most of our teachers have between 1-3 years of experience and need instructional skill building.

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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
Vision: College Readiness PSAT  This metric to focus on increasing college readiness metrics for our two largest groups.	Latinx		25.18	30.25
	African American		20.52	26.75
Vision: College Readiness SAT  This metric to focus on increasing college readiness metrics for our two largest groups.	African American		20.52	26.75
	Latinx		25.18	30.25
	EL		81.63	84.68

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: Attendance Rate  This metric to focus on increasing attendance for our two groups with the lowest attendance percentages.	Students with IEPs		80.07	83.51
Vision: College Readiness SAT  This metric to focus on increasing college readiness metrics for our EL students which we are receiving state funding to improve their academic outcomes	EL		30.00	40.00
SQRP: College Persistence Rate  (Blank)	Overall		50.00	60.00

### Required metrics (Highschool) (0% complete)

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> (Blank)					

### Custom metrics (0% complete)

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
(Blank) (Blank)					

## Strategies

### Strategy 1

If we do...	develop quality unit formative and summative assessments that are standards-aligned and IB-aligned (ATLs) within departments and course teams
Then we see...	teachers progress monitor student growth on standards and ATLs and analyze student data to provide feedback and inform instructional outcomes and increased college persistency
which leads to...	college SAT readiness to increase from 2.2% to 20.52% for SY 21 and to 26.75% in SY 22 for our African American students; increase from 10% to 25.18% in SY 21 and to 30.25% in SY 22 for our Latinx students, and from 12.5% to 30% in SY 21 and to 40% in SY 22 for our EL students.; increase post-secondary persistence by from 43.8% to 50% in SY 21 and to 60% in SY22 for all students.
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Assessing ATLS and standards in gradebook in all classes with a minimum of one ATL skill per unit  Tags:</li> <li>• (Not started) Provide differentiated professional development for all teachers to better understand ATLs  Tags:</li> <li>• (Not started) Provide differentiated departmental professional development for all teachers to better understand content-specific standards  Tags:</li> <li>• (Not started) Formative and summative assessment PD to understand better how to develop formative assessments to be aligned summative, as well as to learn how to incorporate ATL skills into both formative and summative assessments.  Tags:</li> <li>• (Not started) Develop a consistent grading practice for all departments  Tags:</li> <li>• (Not started) Quarterly grading calibrations within departments  Tags:</li> <li>• (Not started) Develop consistent grading rubrics across departments for standards</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Develop consistent grading rubrics across departments for ATLS</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	Implement a school-wide curriculum that fully integrates 30 minutes of SEL direct instruction weekly, provides specific and clear supports for EL and DL students, exposes all students at each grade-level to college and career readiness, and aligns to IB and state standards
Then we see...	students engaging in more rigorous discourse and learning, students advocating for learning needs, teachers collaborating to design more dynamic learning opportunities aligned to CCSS and ISBE SEL Standards
which leads to...	"SY21 50% or more teachers planning and delivering aligned curricula with clear evidence of SEL, CCSS, and IB integration. Students earning early college and career credit from 42-50% 5Essentials Measures increase from to (Must come from 2019 5E) SY22 75% or more teachers planning and delivering aligned curricula with clear evidence of SEL, CCSS, and IB integration. Students earning early college and career credit from 50%-60%"
Budget Description	
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Develop an official Unit/Lesson Plan Review Tool that sets clear guidance and expectations for what a fully aligned curriculum looks like when in written form.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Develop a learning walk tool/protocol for evidence of Curriculum delivery (i.e. when in the classroom was their evidence of SEL, CCSS, IB integration)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Create a Unit Plan Review and Calibration Walkthrough Calendar</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Action Research/Plan for Professional Learning that will help teachers improve curriculum alignment practices (SEL, WIDA, DL for ALL, IB Differentiated) and weave learning into a Yearlong Professional Development Calendar</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Conduct unit plan and lesson plan review</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Conduct unit calibration walkthroughs</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Audit professional learning and professional development to ensure it supports learning and development outlined and needed for this priority.</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	If we align instruction to IB, CRT, ISBE/NGSS standards with fidelity while providing targeted, consistent professional development on high-quality instructional practices
Then we see...	instruction that promotes student agency and autonomy and is characterized by scaffolded, differentiated, grade-level assessments
which leads to...	ongoing reflection on and improvement in instructional practices as measured by learning walk observation data, related 5Essentials Survey results and student outcomes data
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop a school-wide understanding of terminology linked to CIWP, ToA, and staff expectations (rigor, student engagement, differentiation, scaffolding, accessible, modified, challenging)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) "Classroom Environment Development: resources present in the classroom, IB connections (LP, ATLS, SoI, LoIs) and standards "</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Tiered Professional Development: Lesson Plan Development; Activities; Student Products, Mentors/Mentees</li> </ul> <p>Tags:</p>

	<ul style="list-style-type: none"> <li>• (Not started) Specified Professional Development: Productive struggle, DOK, Culturally Responsive practices, Questioning and Discussion (feedback)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Student Feedback - Providing targeted feedback to students and receiving feedback from students</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Department/GL Walk-Throughs</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) ILT Walk-Throughs</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Assessing ATLS and standards in gradebook in all classes with a minimum of one ATL skill per unit

Sep 08, 2020 to Jun 17, 2022 - All teachers

Provide differentiated professional development for all teachers to better understand ATLS

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators

Provide differentiated departmental professional development for all teachers to better understand content-specific standards

Aug 01, 2020 to Jun 17, 2022 - Department Chairs

Formative and summative assessment PD to understand better how to develop formative assessments to be aligned summative, as well as to learn how to incorporate ATL skills into both formative and summative assessments.

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/ Department Chairs/Teachers

Develop a consistent grading practice for all departments

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/ Department Chairs/Teachers/Admin

Quarterly grading calibrations within departments

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/ Department Chairs/Teachers

Develop consistent grading rubrics across departments for standards

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/ Department Chairs/Teachers/Admin

Develop consistent grading rubrics across departments for ATIs

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/ Department Chairs/Teachers/Admin

## **Strategy 2**

Develop an official Unit/Lesson Plan Review Tool that sets clear guidance and expectations for what a fully aligned curriculum looks like when in written form.

Aug 01, 2020 to Jun 17, 2022 - ILT and Administration

Develop a learning walk tool/protocol for evidence of Curriculum delivery (i.e. when in the classroom was their evidence of SEL, CCSS, IB integration)

Aug 01, 2020 to Jun 17, 2022 - ILT and Administration

Create a Unit Plan Review and Calibration Walkthrough Calendar

Aug 01, 2020 to Sep 04, 2020 - ILT and Administration

Action Research/Plan for Professional Learning that will help teachers improve curriculum alignment practices (SEL, WIDA, DL for ALL, IB Differentiated) and weave learning into a Yearlong Professional Development Calendar

Aug 01, 2020 to Jun 17, 2022 - ILT and Administration

Conduct unit plan and lesson plan review

Sep 08, 2020 to Jun 17, 2022 - "ILT and Administration Teachers and Course Teams (collaboratively)"

Conduct unit calibration walkthroughs

Sep 07, 2020 to Jun 17, 2022 - "ILT and Administration Teachers and Course Teams (collaboratively)"

Audit professional learning and professional development to ensure it supports learning and development outlined and needed for this priority.

Aug 01, 2020 to Jun 17, 2022 - All teachers and staff involved in the professional learning.

## **Strategy 3**

Develop a school-wide understanding of terminology linked to CIWP, ToA, and staff expectations (rigor, student engagement, differentiation, scaffolding, accessible, modified, challenging)

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/Department Chairs/Teachers/Admin/DL teachers

"Classroom Environment Development: resources present in the classroom, IB connections (LP, ATIs, Sol, Lols) and standards "

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/Department Chairs/Teachers/Admin/DL teachers

Tiered Professional Development: Lesson Plan Development; Activities; Student Products, Mentors/Mentees

Aug 01, 2020 to Jun 17, 2022 - IB Coordinators/Department Chairs/Teachers

Specified Professional Development: Productive struggle, DOK, Culturally Responsive practices, Questioning and Discussion (feedback)

Aug 01, 2020 to Jun 17, 2022 - Identified Master Teachers/IB Coordinators

Student Feedback - Providing targeted feedback to students and receiving feedback from students

Sep 08, 2020 to Jun 17, 2022 - Teachers

Department/GL Walk-Throughs

Sep 08, 2020 to Jun 17, 2022 - Department Members/IB Coordinators/Grade Level members (paired or small group)

ILT Walk-Throughs

Sep 08, 2020 to Jun 17, 2022 - ILT

## 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.**

As a school, we completed a root cause analysis to help us better understand why our student outcomes are what they are.

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

Based on our root cause analysis, the following SEF priorities have been selected that focus on student learning; Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading; Depth and Breadth of Student Learning and Quality Teaching: Curriculum; Depth and Breadth of Student Learning and Quality Teaching: Instruction that helps us better meet the need of all students including diverse learner and English language learners.

**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.**

By developing quality unit formative and summative assessments that are standards-aligned and IB-aligned (ATLs) within departments and course teams. Teachers will progress monitor student growth on standards and ATLs and analyze student data to provide feedback and inform instructional outcomes and increased college persistency which leads to college SAT readiness to increase from 2.2% to 20.52% for SY 21 and to 26.75% in SY 22 for our African American students; increase from 10% to 25.18% in SY 21 and to 30.25% in SY 22 for our Latinx students, and from 12.5% to 30% in SY 21 and to 40% in SY 22 for our EL students.; increase post-secondary persistence by from 43.8% to 50% in SY 21 and to 60% in SY22 for 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).**

By implementing a school-wide curriculum that fully integrates 30 minutes of SEL direct instruction weekly, provides specific and clear supports for EL and DL students, exposes all students at each grade-level to college and career readiness, and aligns with IB and state standards. Doing so we see students engaging in more rigorous discourse and learning, students advocating for learning needs, teachers collaborating to design more dynamic learning opportunities aligned to CCSS and ISBE SEL Standards. This will lead to in SY21 50% or more teachers planning and delivering aligned curricula with clear evidence of SEL, CCSS, and IB integration. Students earning early college and career credit from 42-50% 5Essentials Measures increase from to (Must come from 2019 5E) SY22 75% or more teachers planning and delivering aligned curricula with clear evidence of SEL, CCSS, and IB integration. Students earning early college and career credit from 50%-60%.

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

Candidates for teaching at Clemente must complete a group interview and a demo-lesson. After the demo lesson, students are asked to rate the candidate based on their ability to teach (their ability to learn from them), knowledge of content, and whether or not they would want to take a class of theirs the following year. Based on the feedback of the group interview and student input the best candidate is selected.

**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.**

The following professional development activities have been identified for the Sy 21 and SY 22 school years. Provide differentiated departmental professional development for all teachers to better understand content-specific standards. - Formative and summative assessment PD to understand better how to develop formative assessments to be aligned summative, as well as to learn how to incorporate ATL skills into both formative and summative assessments. - Action Research/Plan for Professional Learning that will help teachers improve curriculum alignment; practices (SEL, WIDA, DL for ALL, IB Differentiated) and weave learning into a Yearlong Professional Development Calendar. - Provide differentiated professional development for all teachers to better understand ATLs. - Provide differentiated departmental professional development for all teachers to better understand content-specific standards. - Formative and summative assessment PD to understand better how to develop formative assessments to be aligned summative, as well as to learn how to incorporate ATL skills into both formative and summative assessments.

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

We will conduct 2 parent informational meetings a year, one at the beginning and another midway through the year, as well as targeted meetings for IB Honors/DP parents so that parents have specific information related to those programs. Twice a year we will conduct seminars involving parents to participate in their children's education, by implementing instruction on the use of parent portal and quarterly parent/teacher meetings. The school will also use Parent University as a resource for parental involvement and to increase participation in the curriculum and instruction being provided to students.

**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.**

Annually teacher will vote on the following year's school-wide assessment plan.

**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.**

We will continue to provide after school tutoring opportunities, with a focus on our EL and DL students. Additional we continue to incorporate outside agencies like CUBRBI who specifically focus on tutoring student-athletes.

**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.**

These programs will continue to function and when possible integrated into the classroom curriculum or after school. If training is needed then a sub will be provided so that the teacher can attend.

## 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.**

We hold annually the beginning of the year Title 1 info session for all parents when we review the school priorities and plan. Additionally, we hold two states of the school addresses where all parents are invited to attend to share our progress in meeting our priorities. Requiring an email address as a form of contact from Parents during school registration as a way to keep them updated on all school meetings, functions, etc. Additionally, we will encourage parents to join the Clemente facebook page, parental portals, and to use the Clemente Website for up to date information.

The school will also host Title 1 Organizational and title 1 meeting that is led and driven by the Title 1 President.

**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**

School registration packets should offer all the information and the Annual meetings, ie: Title 1 Annual meeting and Title 1 parent organizational meetings should be held within the first 30 days of the new 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.**

Having four scheduled parent/teacher-student meetings a year, ie: quarterly for each grade level so that information is appropriate to the grade level parents and families. The school will then implement, where and when appropriate, the suggestions of parents and families. The school will also utilize Parent University in order to support the needs of our parent community.

**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.**

This will be addressed through home mailings of all reports and access to the reports via the parent portal. Report cards are distributed to parents 2x per district policy and calendar.

**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.**

This will be accomplished via home mailings of notices, per CPS and ISBE policy.

**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.**

Parent informational meetings will be held at the beginning of the school year and quarterly by grade level so that information is relevant to the parent population\ being addressed. Parent University will also be used as a resource.

**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.**

Two-parent informational meetings a year, one at the beginning and another midway through the year, as well as targeted meetings for IB Honors/DP parents so that parents have specific information related to those programs.

**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-teacher conferences should be held four times a year, one for every quarter report to keep parents updated on their child's progress. Mailings of reports to be sent home and a scheduled meeting, if necessary academically.

**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.**

Twice year seminars involving parents to participate in their children's education, by implementing instruction on the use of parent portal and quarterly parent/teacher meetings. School will also use Parent University as a resource for parental involvement and to increase participation in the curriculum and instruction is provided to students.

**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.**

This will be accomplished through email, home mailings, parent portal. All information to be sent in English and Spanish.

### 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.)**

Roberto Clemente Community Academy's mission is to facilitate academic and personal growth, to inspire internal motivation, and to develop problem-solving skills in all students. Through a rigorous, innovative, and differentiated curriculum, students will be empowered to be inquirers and lifelong learners who are college and career ready.

**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.**

Four times a year, one for each quarter. Two are the district scheduled days and two are grade-level specific parent nights.

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

Home mailings, email, and parent portal. Parent portal id's and passwords, given out the first week of school and at each parent conference date.

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

Four times a year, each quarter or a requested meeting. Teachers and staff will be available to parents via phone, email, text, and in-person conferences as requested.

**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 need to actively check the school website and school social media communication for opportunities. Parents may also use Parent University as a resource to increase their own knowledge and participation in the school community.

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

The parent portal should be kept up to date daily. Syllabi will be sent home by each teacher and updated at the semester so that parents and families are aware of how they can support academic achievement.

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

Joining the LSC and attending regular monthly meetings, PAC meetings, and grade level parent nights. Parents are also free to communicate with teachers, staff, and administration via email or phone regularly if desired.

**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 should be required to check their student portal daily, review their bi-weekly pride reports and attend an organizational seminar ie: Freshman Orientation, Sophomore, etc. in the first month of school. Athletics, clubs, and school activities are available for all students to participate in and become involved as well as Grade Level Counsels that consult with the Administrative team.

## Parent Budget (Complete)

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

The goals of the RCCA Parent Involvement plan are to a) increase parental involvement and awareness at all grade levels of the IB pedagogical framework so that students are more successful academically and therefore increase post-secondary enrollment and persistence b) to increase community and parental engagement so that we can increase enrollment of 9th graders in the IB program and c) to increase parental involvement with their students to better support them socially-emotionally so that students are more academically successful and therefore prepared for post-secondary education, careers, and life.

**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.	\$4000.00
<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.	\$318.00
<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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<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	\$0.00

	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.	
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$500.00
<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