

Charles Allen Prosser Career Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/31/2020	Prosser Faculty	SEF Self Assessment
02/21/2020	CIWP Team of Prosser Employees	Focus Areas, Metrics & Student Groups
02/28/2020	CIWP Team of Prosser Employees	Root Cause Analysis
03/06/2020	CIWP Team of Prosser Employees	Root Cause Analysis
03/18/2020	CIWP Team of Prosser Employees	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

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy

- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 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
 - 3 Study politics

- 3 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 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
- 3 Experience a schoolwide civics culture
- **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

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

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	MTSS
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Root Cause 1	Teachers do not understand what Tier 2 and 3 interventions are and how they benefit teaching and learning.
Area of Critical Need 2	Instruction
Root Cause 2	We do not have consensus about what students can and should know within and across content areas and grade levels.
Area of Critical Need 3	Supportive & Equitable Approaches to Discipline
Root Cause 3	We have neither a shared value of SEL nor a common understanding of restorative practices.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: Attendance Rate</p> <p>Students have more opportunities for success if they are in school, every period, every day. When polled, most teachers report that tardies and absences are a major impediment to students' success.</p>	African American Male		88.00	92.00
	Overall		90.00	92.00
<p>Vision: Freshman On-Track</p> <p>Acclimation to high school is both academically and social-emotionally difficult so our freshmen need different supports in order to stay on track, which research shows is a profound indicator of future success in post-secondary endeavors.</p>	African American		75.00	80.00
	Overall		90.00	92.00
<p>Vision: 4 Year Graduation Rate</p> <p>High school graduation is one of the more critical opportunities we can afford our students and it is the gateway to choices they will have about their post-secondary lives.</p>	EL		80.00	82.00
	African American Male		88.00	90.00
Vision: College Readiness SAT	African American Male		30.00	40.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Preparation for the SAT is an instructional growth area in both Math and Reading.	Overall		50.00	60.00
(Blank)				

Required metrics (Highschool) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	create systems to continuously revise curriculum, materials and instructional strategies to meet the needs of our students
Then we see...	evolutionary data-informed instruction that is aligned vertically and horizontally and a more equitable experience of high expectations, enriching instruction and student success
which leads to...	higher rates of students meeting or exceeding college readiness standards overall, a higher FOT rate for African-American students and an increased number of EL and African-American male students graduating within four years.
Budget Description	None.
Tags	Structure for Continuous Improvement, Instruction, Equity: Resource Equity, Equity: Targeted Universalism, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Teacher Leader Development & Innovation: Teacher Teams

Action steps	<ul style="list-style-type: none"> • (Not started) Develop protocols to determine gaps in instructional plans. Tags:Curriculum, Instruction, Equity: Targeted Universalism, MGIB: IB • (Not started) Determine gaps in instructional plans. Tags:Curriculum, Instruction, Equity: Targeted Universalism, MGIB: IB • (Not started) Draft scope and sequence for courses and content areas. Tags:Curriculum, Instruction, Equity: Targeted Universalism, MGIB: IB • (Not started) Establish structures for TCTs that support alignment for teachers' practice within a course team. Tags:Structure for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Coordinate and facilitate TCTs that support alignment for teachers' practice within a course team. Tags:Structure for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Teacher Teams
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Strategy 2

If we do...	develop school-wide understanding of MTSS with systems of support for students to continually improve
Then we see...	universal practices, equity of experience and higher expectations for all students, decreasing the achievement gap
which leads to...	increased attendance, higher FOT rates and increased numbers of students meeting or exceeding college readiness standards and graduating within four years.
Budget Description	None.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Develop MTSS Team Tags: • (Not started) MTSS Team Training Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process

	<ul style="list-style-type: none"> • (Not started) MTSS Team - Planning for School-Wide Training & Implementation Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) School Wide Training Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) School Wide Implementation of MTSS Protocols. Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
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Strategy 3

If we do...	provide professional learning related to CPS Policy and Restorative Practice to establish universal understanding of and common language around our purpose, protocols and values related to discipline
Then we see...	a decrease in student referrals and more successful reintegration of students to class, minimizing the loss of instructional time
which leads to...	increased attendance, FOT rates, college readiness and 4-year graduation rates for African American males.
Budget Description	None.
Tags	Supportive and Equitable Approaches to Discipline, Equity: Fair Policies and Systems, ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices, Safety & Security
Action steps	<ul style="list-style-type: none"> • (Not started) Develop Equity Team Tags:Equity: Targeted Universalism, OSEL: Supportive and Equitable Discipline Practices • (Not started) Equity Team Training Tags:Equity: Targeted Universalism, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) School Wide Book Study: Culturally Responsive Teaching & The Brain

	<p>Tags:Instruction, Equity: Targeted Universalism</p> <ul style="list-style-type: none"> (Not started) Planning School-Wide Professional Learning <p>Tags:Equity: Targeted Universalism, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Implementation of School-Wide Professional Learning Cycle <p>Tags:Equity: Targeted Universalism, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>
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Action Plan

Strategy 1

Develop protocols to determine gaps in instructional plans.

Sep 01, 2020 to Nov 05, 2020 - Admin Team & Teacher Instructional Leaders

Determine gaps in instructional plans.

Nov 05, 2020 to Apr 15, 2021 - Teacher Instructional Leaders

Draft scope and sequence for courses and content areas.

Apr 15, 2021 to Jul 30, 2021 - Admin Team & Teacher Instructional Leaders

Establish structures for TCTs that support alignment for teachers' practice within a course team.

Jun 01, 2021 to Sep 01, 2021 - Admin Team & Teacher Instructional Leaders

Coordinate and facilitate TCTs that support alignment for teachers' practice within a course team.

Sep 01, 2021 to Jun 01, 2022 - Admin Team & Teacher Instructional Leaders

Strategy 2

Develop MTSS Team

Sep 08, 2020 to Nov 05, 2020 - Shimon

MTSS Team Training

Nov 05, 2020 to Mar 15, 2021 - Shimon

MTSS Team - Planning for School-Wide Training & Implementation

Mar 15, 2021 to Sep 07, 2021 - MTSS Team Lead

School Wide Training

Aug 30, 2021 to Jun 01, 2022 - MTSS Team

School Wide Implementation of MTSS Protocols.

Aug 30, 2021 to Jun 01, 2022 - MTSS Team

Strategy 3

Develop Equity Team

Sep 01, 2020 to Nov 05, 2020 - Admin Team

Equity Team Training

Nov 05, 2020 to Apr 15, 2021 - Admin Team & Team Lead

School Wide Book Study: Culturally Responsive Teaching & The Brain

Feb 04, 2021 to Jun 01, 2021 - Admin Team

Planning School-Wide Professional Learning

Apr 15, 2021 to Jul 30, 2021 - Equity Team

Implementation of School-Wide Professional Learning Cycle

Sep 01, 2021 to Jun 01, 2022 - Equity 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.

We annually engage in using the School Excellence Framework for self assessment with our entire faculty and staff, and engage in BOY, MOY and EOY walkthroughs with the network to assess our progress and engage in consultancy protocols, in addition to routinely looking at short-cycle and standardized assessment data.

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

Grade checks and goal setting, remediation and re-take options are school wide policy enacted through Advisory and content-area classes.

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.

Core department chairs attend district-provided High School Summits and other professional development opportunities, bringing them back to our Teacher Instructional Leadership Team, and then those methods and instructional strategies are shared with the faculty.

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).

We are transitioning from having a full-time FOT Coordinator to having an Multi-Tiered Systems of Supports team that will work closely with our Counseling Department, Behavioral Health Team, Advisory Team, Post-Secondary Coach and Culture & Climate staff.

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

We have several Framework Specialists on our staff, who have been able to tap into a network of highly qualified teachers; we use our teacher leaders to help recruit other teacher leaders.

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.

We engage our faculty and staff in professional learning communities and reading groups to address race and equity, instruction and classroom management. We also support our teachers in attending IB, CTE, national teaching organizations and CPS-provided professional development.

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

Annually, we sponsor a series of family FAFSA nights, grade level and program-specific parent meetings, invitations for families to attend celebrations of student achievement, and we support both PAC and BAC meetings monthly.

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.

Our proposed assessment schedule goes to the teachers for a vote annually and we include teachers in our data analysis and decision making through ILT, department and course team meetings.

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.

Beyond classroom interventions from teachers, through Advisory, all of our students engage in routine grade checks and goal setting; our ELPT and service providers support students on their caseloads and our IB Coordinator and Counseling team do periodic grade checks and meet with students to assist them in advocating for themselves. We also run study hall sessions for students who need a quiet place to think after school and those are proctored by teachers who can also assist students when they are struggling.

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.

Our school is a Career & Technical Education school so all of our students are engaged in vocational and technical education with job training unless they are in our International Baccalaureate Diploma Programme cohort which is college preparatory. The district funds support for Students in Temporarily Living Situations and one of our Counselors works with a Clerk to coordinate this.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

In addition to sharing the CIWP with the Local School Council, we will also share a video presentation of it with the wider school community and at a PAC meeting in an effort to be transparent and to solicit feedback.

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

We have an annual PAC meeting at the start of each year in order to share information about ESSA, Title 1 and parents' rights to be involved. This typically happens in September. In 2020, this meeting will be virtual if necessary.

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.

Our PAC is well developed with strong leadership and meets routinely. We will continue to support our PAC president in promoting and facilitating these meetings.

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

School personnel attend monthly meetings and reports are also made at the Local School Council meetings. Further, we sponsor parent meetings to provide information on assessments.

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.

Notifications go out to families via mail if and when their child has been assigned to or taught by, a teacher who is not "highly qualified", as defined in the Title 1 Final Regulations, for at least four consecutive weeks. It is our goal to ensure this does not happen regularly.

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.

We work to ensure our parents all have access to the Aspen Portal so they can routinely follow their students' progress, in addition to being invited to program and/or grade-level specific parent meetings in which aspects of their students' academic life are discussed. Our PAC president is also dedicated to ensuring that PAC meetings are relevant to the life of our school.

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.

A focus of our PAC is to assist parents in working with their children to improve their academic achievement and to increase parental involvement. To that end, our counselors and program coordinators are invited presenters at PAC annually.

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.

A focus moving forward is on building our community and knitting a partnership between school and family. We emphasize contact home in all forms and we invite available teachers to attend PAC. Many of our parents have learned a great deal more about our curricular platforms through remote learning and this will make our relationship with families more robust.

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.

Family engagement in a student's education looks a bit different at the high school level, but we do have great success at our family FAFSA nights, when our counselors work with students and their parents on post-secondary planning.

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.

Communication with parents about school programs, meetings, and other activities is sent home in multiple ways and in multiple languages to accommodate our stakeholders. We do all mailings, robocalls and emails 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.)

We will provide students a dynamic, supportive learning environment which prepares them to be fulfilled, productive, critical thinkers successful in an ever-changing society. As a CTE/IB school, we offer engaging instructional and extracurricular options to prepare students for their postsecondary endeavors and a future in which they lead positive change in their own lives and the lives of others.

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.

Prosser will utilize the two district-selected dates for parent-teacher conferences, once in the fall and once in the spring. In addition, remote learning has revealed that using Google Appointments is an excellent way to communicate with families and we will employ that tool more routinely.

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

Parents have access to Aspen's Parent Portal and grades for each class are entered or updated at least once a week. Further, Prosser complies with all CPS protocols and sends out progress reports or report cards once every five weeks. These are available for pick up twice a year and distributed through students otherwise.

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

Staff are available for parent meetings before, during and after school. Informal parent/teacher conferences are often arranged and facilitated through the Counseling department, program coordinators or the Culture & Climate staff.

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.

In order for parents to volunteer at our school, they must first go through the Family & Community Engagement volunteer process, including all relevant and required background checks.

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

We appreciate parents support in monitoring their students academic, emotional and social behaviors.

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

Parents are encouraged to participate in the decisions that impact their students, including attending IEP and 504 meetings, PAC and BAC meetings, Local School Council meetings and discussing appropriate programming with our counseling staff and program coordinators.

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).

Prosser has a number of student bodies in place that promote leadership and provide students with their share of the responsibility for our school's success including the Student Voice Committee, IB Student Council, the National Honor Society and JROTC.

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.

Our goal is to support the Parent Advisory Council so that parents feel they are a valued constituent in our school community by providing space for them to provide insight and feedback on students' experience. To that end, the PAC has monthly meetings -- dates to follow -- and topics for monthly meetings are determined by the PAC members.

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.	\$0.00
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.	\$1576.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$3000.00
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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1600.00
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.	\$1500.00
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.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00