

Simpson Academy HS for Young Women 2020-2022 plan summary

Team

Name	Role	Email	Access
Sherita Carter-King (CK)	Principal	sdcarter@cps.edu	Has access
Heidi Truax	Counselor/ILT/MTSS	hatruax@cps.edu	Has access
Katherine Dato	LSC member	KATHERINE_L_DATO@rush.edu	No Access
Khadija Warfield	Community/LSC/Partner	khadija@ylchicago.com	No Access
Genevieve Tueros	Spanish Teacher/ILT	gatueros@cps.edu	Has access
Ayana Smith	Middle School Teacher/LSC/ILT	aksmith@cps.edu	Has access
Loretta Fields	Diverse Learning/ILT/MTSS/BHT	lfields1@cps.edu	Has access
Noel Droz	Guidance/RP/Attendance/MTSS	nwdroz@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/29/2020	CK, Truax, Tueros, Smith, Fields, Droz (MTSS Team, Culture and Climate Team, ILT team)	Jigsaw SEF ratings (Different teams tackled the responsibility of rating the SEF categories)
02/20/2020	CK, Truax, Tueros, Smith, Droz, Fields, Dato	Identify critical areas begin choosing up to 10 goals
03/05/2020	CK, Truax, Tueros, Smith, Droz, Fields, Dato, Warfield	Refine critical areas (make adjustments as needed); Finalize goals/metrics connected to our critical areas

Date	Participants	Topic
04/21/2020	CK, Truax, Tueros, Smith, Droz, Fields, Dato, Warfield	Root Cause finalize and begin Theory of Action
04/28/2020	CK, Truax, Tueros, Smith, Droz, Fields, Dato	Theory of Actions Complete
05/05/2020	CK, Truax, Tueros, Smith, Droz, Fields	Action Items

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)
 - 4 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
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs

- 4 Align the budget to the CIWP priorities and the mission of the school
- 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
- 4 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)
- 4 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 4 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
 - 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 4 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
 - 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:**
- 2 - Balanced Assessment and Grading
 - 4 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
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 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
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)

- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 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
 - 4 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
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 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)
 - 4 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:**
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 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)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 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)
- 3 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	5
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Improved and consistent access to rigorous and engaging instruction
Root Cause 1	Teachers lack quality, regular and differentiated PD and coaching grounded (focused) on classroom observation data from both teacher peers and admin.
Area of Critical Need 2	Diversified grading system that equitably serves all stakeholders
Root Cause 2	We lack a system for defining/refining mastery benchmarks by subject/GL which means students grades don't always adequately reflect their ability or mastery of learning.
Area of Critical Need 3	Increase student agency in and beyond the building
Root Cause 3	We lack a system for training or developing student leaders so students are fearful of taking the lead and many times lack follow-through.
Area of Critical Need 4	Increase staff ownership and agency of teams and supports
Root Cause 4	There continues to be a lack of time for staff to manage multiple hats, lack of trust between some staff and a need for more clarity on what leadership roles are needing to be covered from year to year.

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 SAT	Overall		27.00	50.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>We want to set our girls up for better post secondary success. Preparing our young women to be college ready will prepare them for whatever post secondary pathway chosen. We want students to be college and career ready, self-sustainable after high school and able to compete in the workforce.</p>				
<p>Vision: Attendance Rate</p> <p>Our attendance rate has traditionally been low due to some circumstances we can't control, but we also recognize that there are some areas where we could improve as a school that may support attendance rate improvement. Attendance ties directly with many of our other metrics and directly correlates to the amount of academic and social emotional support given to students when they are enrolled in our school. Lastly, attendance demonstrates an important life skill our students in particular struggle to accomplish with consistency.</p>	Overall		60.00	61.00
<p>SQRP: Credit Attainment Rate</p> <p>It will help keep students on track and accountable and helps us monitor graduation rates. This will contribute to higher GPA and higher selectivity when choosing a specific cohort for college. More specific for our school, focusing on this metric will prevent students from having to take credit recovery which is harder for our girls to access than non-parenting students.</p>	Overall		93.00	95.00
<p>Vision: Early College & Career Credential</p> <p>Our students need to be job and career ready. This is a huge part of our school's mission and vision for our young mothers. This credential will support our Learn Plan Succeed Credential and will be the bridge to support students into their post secondary pathway.</p>	Overall		36.00	50.00
<p>SQRP: Percent Making Growth Targets on STAR - Math</p> <p>We have had overall less growth on STAR math in comparison to STAR reading in our last few years so this is an area of focus for our school.</p>	Overall		55.00	60.00

Required metrics (Option) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Plan for teacher and admin observations with targeted data capturing tools AND plan both whole school and differentiated PD that addresses the needs identified by that data...
Then we see...	universal instructional practices across the school that leads to instruction that is student centered, rigorous, and engaging...
which leads to...	Growth in SAT demonstrating college readiness (50%) and improving the percent of students making growth targets on the STAR Math test (60%).
Budget Description	Professional Development, Conferences, Travel, Sub Coverage, Instructional Materials (digital & non-digital), Extended Day Pay (summer), Professional Books & Subscriptions, Classroom equipment/technology
Tags	Arts Education: Building a Student-Centered Arts Classroom, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Instructional Quality, OLCE, ONS: Continuous Improvement, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (On-Track) Develop or find observation and teacher planning review tools that will gather initial data on student centered, rigorous, and engaging instruction <p>Tags: Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps</p>

	<ul style="list-style-type: none"> • (On-Track) Identify conferences and/or workshops starting summer of 2020 for teacher development that might support our goal Tags:Instruction, Arts Education: Building a Student-Centered Arts Classroom, Literacy: Shift 4-21st Century Professional Learning, Science: Student Discourse, Math: Student Discourse • (Not started) Include consultants, staff leaders, and other resources for opening PD and throughout the course of these two years (PD map) focusing on one or more of these areas (student centered, rigorous, and engaging instruction) Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse • (Not started) Create a plan for observation cycles, and by 3rd week of school, engage in peer and principal observations of instruction to gather data Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) ILT identifies instructional practices, online and written resources, that can be used to support this work Tags:Equity: Resource Equity, Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Not started) Set up differentiated PLCs to support needs identified by data, starting in quarter 2 of first year (SY21) Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Engage in quarterly progress monitoring utilizing existing data gathering tool, a follow-up tool, and/or other tracking resources as well as outcome metric tracking (SAT scores, STAR Math scores, Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Develop a support system for teachers that includes chosen ?teacher triads,? cohort/department meetings, and co-coaching routines among peers. Tags:Teacher Leader Development & Innovation: Teacher Teams
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Strategy 2

If we do...	Establish a system for diversifying assessments and establish a grading structure based on mastery benchmarks according to our school context...
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Then we see...	Grading that equitably serves all stakeholders and adequately reflects students' abilities and mastery of learning...
which leads to...	Growth in SAT demonstrating college readiness (50%), improving the percent of students making growth targets on the STAR Math test (60%), and increased credit attainment (95%).
Budget Description	Professional Development, Assessment Resources, Conferences/Consultation for Development of Assessments/Standards Based Grading, Professional Books & Subscriptions, Digital Assessment Platform Subscriptions, Aspen Support, SBG tech platform (pilot),
Tags	Arts Education: Assessment in the Arts, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policies and Systems, Health & PE: Grading, Personalized Learning: Progression Based on Mastery
Action steps	<ul style="list-style-type: none"> (Not started) Utilize district resources/personnel/consultant for mastery benchmarks, equitably grading, and SBG models that currently exist to modify for Simpson - Get external consultants if needed. Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Develop/modify (if existing model is located) mastery benchmarks per course, per quarter for the year that can be included in a cohesive diversified grading system that equitably serves ALL stakeholders Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Locate and identify resources for diversified assessments that meet the needs of discrete populations with particular needs Tags:Balanced Assessment and Grading, Arts Education: Assessment in the Arts, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Progress monitoring on a five week cycle (progress report grades) through principal led conversations specific to what is working, what is not working Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps (Not started) Communicate mastery benchmarks and grading system to all stakeholders through course syllabi and continuous reiteration (school website, social media, class objectives, parent contact). Tags:Family & Community Engagement, Assessment: Fair, Accurate and Consistent Grading Systems

Strategy 3

If we do...	Build a culture and climate around student agency and utilize student leadership training curriculum throughout seminar courses, that offers work incentives, and relevant opportunities to demonstrate leadership skills...
Then we see...	Students taking initiative, being responsible, and investing in their own success as well as improvement of the Simpson community and our global society.
which leads to...	Early College and Career Credential attainment (50%), increase attendance rate (61%), Growth in SAT demonstrating college readiness (50%), improving the percent of students making growth targets on the STAR Math test (60%), and increased credit attainment (95%).
Budget Description	Embarc Partnership, Civic Engagement, Service Learning Projects, Student Voice, Student Council, LSC Student Representative, Student Lead Activities (classroom and whole school), Student Workers (boutique etc), Field Trips, Student Conferences, Travel Expenses, Leadership Materials (books, magazines etc), Guest Speakers, Special Events.
Tags	Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment, Personalized Learning: Learner Agency, SSCE: Student Voice, SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Develop student leadership opportunities survey for students to select ways in which to participate/lead. (Examples may include LSC student rep/attendees, coordinating dances/prom, senior events, and/or field trips); include write-in for students to self-identify additional ideas for leadership. Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Leadership • (Not started) Leverage Embarc partnership for seminar leadership curriculum and PD for seminar staff. Tags: Equity: Inclusive Partnerships, FACE2: Community Partnerships, Personalized Learning: Learner Agency, SSCE: Student Voice, SSCE: Student Leadership • (Not started) Student Voice Committee to include monthly planning ?retreats? (lunch + SEL Advisory) embedded into the school day along with ongoing routines for engagement and student development. Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Voice, SSCE: Student Voice CIWP • (Not started) Explore/research and leverage district consultants for student voice methods. Tags: SSCE: Student Voice, SSCE: Student Voice CIWP • (Not started) Modify quarterly ?baby-days? to include as much student led/student driven content as possible.

	<p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Continuing work with the executive functioning curriculum and identifying additional focus areas and partners who support student agency and leadership in and beyond high school. <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Develop and implement a student leadership conference for all students that is offered annually. <p>Tags:SSCE: Student Leadership</p>
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Strategy 4

If we do...	Provide opportunities for teacher leadership development and encourage equitable distribution of specified leadership roles through teacher selection and collaboration while supporting one another to maintain professionalism.
Then we see...	Teachers actively engaged in their leadership roles with shared responsibility that leads to increased trust
which leads to...	Teachers not feeling overwhelmed, less teacher burnout, more positive culture and climate, better time management
Budget Description	Collaboration Time, Sub Coverage, Extended Day Pay, Teacher Leadership Materials (books, journals, etc), Retreats, Adequate Funding of Teacher-Led Events, Summer Planning
Tags	Relational Trust, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Develop teacher leadership opportunities survey for teacher to select ways in which to participate/lead. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Teachers engage in differentiated teacher leadership PD from resources, the district and/or other partnerships based on needs/leadership ambitions. <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Developing ways in which staff voice can be enhanced (examples may include PPLC, staff town hall with principal at regular intervals, staff surveys on professional learning and/or school processes).

	<p>Tags:MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Utilize protocols that include holding each other accountable to professionalism/norms during meetings, in the classroom, and in all school events. <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p>
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Action Plan

Strategy 1

On-Track Jul 17, 2020

Develop or find observation and teacher planning review tools that will gather initial data on student centered, rigorous, and engaging instruction

May 26, 2020 to Aug 14, 2020 - ILT to All Teaching Staff

On-Track Jul 17, 2020

Identify conferences and/or workshops starting summer of 2020 for teacher development that might support our goal

May 26, 2020 to Aug 21, 2020 - ILT

Include consultants, staff leaders, and other resources for opening PD and throughout the course of these two years (PD map) focusing on one or more of these areas (student centered, rigorous, and engaging instruction)

May 26, 2020 to Aug 07, 2020 - Principal to ILT

Create a plan for observation cycles, and by 3rd week of school, engage in peer and principal observations of instruction to gather data

Jun 22, 2020 to Aug 14, 2020 - Principal and ILT

ILT identifies instructional practices, online and written resources, that can be used to support this work

Jul 13, 2020 to Oct 23, 2020 - ILT

Set up differentiated PLCs to support needs identified by data, starting in quarter 2 of first year (SY21)

Sep 21, 2020 to Oct 30, 2020 - ILT

Engage in quarterly progress monitoring utilizing existing data gathering tool, a follow-up tool, and/or other tracking resources as well as outcome metric tracking (SAT scores, STAR Math scores,

Sep 07, 2020 to Jun 24, 2022 - All teaching staff

Develop a support system for teachers that includes chosen ?teacher triads,? cohort/department meetings, and co-coaching routines among peers.

Oct 01, 2020 to Nov 06, 2020 - Culture and Climate Team

Strategy 2

Utilize district resources/personnel/consultant for mastery benchmarks, equitably grading, and SBG models that currently exist to modify for Simpson - Get external consultants if needed.

Jun 01, 2020 to Aug 07, 2020 - Principal to Whole Staff

Develop/modify (if existing model is located) mastery benchmarks per course, per quarter for the year that can be included in a cohesive diversified grading system that equitably serves ALL stakeholders

Jun 01, 2020 to Aug 28, 2020 - Dept. Teams to ILT

Locate and identify resources for diversified assessments that meet the needs of discrete populations with particular needs

Jun 01, 2020 to Jun 25, 2021 - DL Team, Departments, EL Coach, ILT

Progress monitoring on a five week cycle (progress report grades) through principal led conversations specific to what is working, what is not working

Oct 12, 2020 to Jun 25, 2021 - Principal

Communicate mastery benchmarks and grading system to all stakeholders through course syllabi and continuous reiteration (school website, social media, class objectives, parent contact).

Aug 03, 2020 to Jun 25, 2021 - All Teaching Staff

Strategy 3

Develop student leadership opportunities survey for students to select ways in which to participate/lead. (Examples may include LSC student rep/attendees, coordinating dances/prom, senior events, and/or field trips); include write-in for students to self-identify additional ideas for leadership.

Jun 01, 2020 to Aug 21, 2020 - Culture and Climate Team

Leverage Embarc partnership for seminar leadership curriculum and PD for seminar staff.

Jun 22, 2020 to Aug 21, 2020 - Principal and Seminar Teachers

Student Voice Committee to include monthly planning ?retreats? (lunch + SEL Advisory) embedded into the school day along with ongoing routines for engagement and student development.

Sep 08, 2020 to Jun 11, 2021 - Tueros and Crawford

Explore/research and leverage district consultants for student voice methods.

Jun 01, 2020 to Aug 21, 2020 - Culture and Climate Team

Modify quarterly ?baby-days? to include as much student led/student driven content as possible.

Sep 08, 2020 to Jun 18, 2021 - Guzman & Culture and Climate Team

Continuing work with the executive functioning curriculum and identifying additional focus areas and partners who support student agency and leadership in and beyond high school.

Jun 01, 2020 to Aug 21, 2020 - LSC and Principal

Develop and implement a student leadership conference for all students that is offered annually.

Sep 08, 2020 to Nov 06, 2020 - Student Voice & Culture and Climate Team

Strategy 4

Develop teacher leadership opportunities survey for teacher to select ways in which to participate/lead.

Jun 01, 2020 to Aug 21, 2020 - Principal, ILT and Culture and Climate Team

Teachers engage in differentiated teacher leadership PD from resources, the district and/or other partnerships based on needs/leadership ambitions.

Jun 29, 2020 to Jun 25, 2021 - Principal and Teaching Staff

Developing ways in which staff voice can be enhanced (examples may include PPLC, staff town hall with principal at regular intervals, staff surveys on professional learning and/or school processes).

Jun 29, 2020 to Jun 25, 2021 - Culture and Climate Team

Utilize protocols that include holding each other accountable to professionalism/norms during meetings, in the classroom, and in all school events.

Sep 08, 2020 to Jun 25, 2021 - Culture and Climate Team

Fund Compliance

ESSA Program

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.

Our school utilizes the results of the STAR assessment (BOY, MOY, and EOY) as well as the SAT (BOY, MOY and EOY) to help us do a needs assessment of academic structures and curriculum. Staff and student town halls along with staff and student surveys help me and the leadership team make decisions regarding culture and climate, curriculum, instruction and assessment.

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

We've embedded an academic recovery period at least once per week on Wednesdays which will allow students an opportunity to work with teachers whose classes they are not meeting mastery. Some teachers also have open office hours during lunch and after school to support academic achievement. Differentiated curriculum, station teaching and technology continue to support our efforts of meeting the needs of varied learner abilities. We have been more careful with ensuring that instruction is geared at growing our struggling, average and advanced learners including those with diverse learning and English language needs.

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.

Our staff has chosen a priority area this year that will help us grow tremendously in this area. Our staff will engage in a variety of professional learning, workshops, conferences and collaboration that will support with research based instructional strategies to strengthen our academic program. Additionally, with attendance being a huge issue in our school context, we are also looking at ways in which we might continue remote learning practices when students are unable to be in school on a regular basis. We are offering extended learning opportunities in literacy and math for all grade levels which will support students in need of that extra time to master concepts. This also includes an opportunity to engage with a reading specialist as necessary to help improve literacy throughout the course of the year.

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).

Small group instruction is a widely used strategy to support low achieving students or those at risk of not meeting achievement standards. Each student is assigned an advisory mentor who supports with checking in with teachers and setting up academic contracts for each students. Each student has a student profile and gets biweekly data about their attendance, academics and behavior in order to set goals for the upcoming block of time. Our counselor does a series of push in sessions and pull out sessions for student groups and for individual students to help them academically and to support their post secondary planning. All our girls are given an opportunity and taught financial education through seminar, math or business classes and many of them have opened their first bank accounts and learned more about credit and purchasing through these classes.

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

Because our school is so small, we seek applicants who are first highly qualified according to our hiring protocol which includes: 1) initial "resume" interview in person, 2) Second round including a guest teach where feedback is gathered from both teacher leaders and students and followed up with a 2nd panel interview to discuss choices made during instruction, planning, behavior management, etc., and 3) a final principal interview to help make a final decision. Another factor is if there are multiple endorsements held by the candidate. This will help our small school support the different classes required for student graduation and engagement.

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.

Our staff will engage in weekly professional development which will take place in different environments (i.e. department meetings, professional learning communities run by teachers, flex day meetings, HS Summits hosted by the district, summer and during the year instructional workshops and conferences where individual teachers or groups of teachers might venture off site to collaborate with other teachers in the district). Parents will be invited to district offered opportunities and the school will locate literature which include research based strategies about how parents might support students in meeting academic and social emotional standards.

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

Simpson Academy has plans of having Restorative Practice parent evenings/dinners where parents would learn more about RP and how to use similar strategies at home with their children and their children's children. We also have our annual Back to School Night, Report Card Pick Up with student art showcase

and senior parent nights. Our culture and climate team and student leadership will continue to explore ways in which to increase parent involvement in creative, engaging ways.

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.

Each year, our staff will collaborate around the type and purpose of assessments for the next school year through a voting process. Assessment plan voting will take place in May of each school year.

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.

In addition to the academic intervention period, our MTSS team looks to support students who are in tier 2 or 3 academically and works biweekly to identify ways in which to support students with tutoring, intervention software, or other supports to help with mastery learning.

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.

Annually, we engage in programs with different community partners who support our girls with mental health (Rush and our own SBHC), violence prevention programs (local CPD and orgs such as Between Friends), Rush Nursing program (Nutrition), Night Ministries and New Moms (Housing), and newly added dual credit business courses. With the exception of the business courses which obviously take place during school time, the other programs are implemented either during our Wednesday SEL advisory sessions or after school. Social work services with individual students are on a case by case basis by appointment during the school day. The counselor and principal collaborates on different program effectiveness (based on organizational data) to determine which programs to keep at the school from year to year.

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.

All ESSA and Title I policies will involve the Chair of the ALSC and other parents who participate in the ALSC and PAC meetings. Meetings will take place on a monthly basis with input/suggestions for improvement. Parents will receive ESSA documentation and information at least three times during the school year on Back to School Night in September and during mandatory report card pick up dates (Fall semester: November & Spring semester: April). ESSA Title I information will be updated on the school's website as needed. Information, relevant data and progress will also be shared during monthly PAC/LSC meetings. There are also opportunities for targeted information to go out to parents in a principal newsletter at the same time that progress reports are mailed to homes (every 5 weeks).

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

For SY21, both the annual informational meeting and the PAC organizational meeting will be held on the last Wednesday of September. At this yearly meet and greet for students, staff and parents, information will be distributed to parents to inform them of the school's participation in ESSA, Title I programs. Parents will also be invited to monthly ALSC and/or PAC meetings. Monthly ALSC and PAC notices will be sent home with students and posted throughout the school building; Robo calls and calendars will go out reminding parents of the monthly meetings. At the beginning of the school year and before every enrollment, our school will have an enrollment process that encourages parents to be present for school events, reviews school information, reviews parent involvement expectations, and determines the best way in which they would like to communicate and build the home to school connection.

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.

Based on suggestions from monthly meetings, ALSC participation and grade level events planned throughout the year, our school would identify where in the CIWP the suggestions would support and analyze if the suggestion answers the question "How does this advance student achievement?". Depending on the suggestion, it will be presented on our school's ILT, ALSC, or Climate team and a shared decision will be made.

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.

Certain State mandated assessments do not apply. Simpson Academy utilizes STAR data as the official assessment for reading and math. STAR assessment is administered three times/school year (Fall, Winter and Spring) to students. This data is utilized to measure students' progress and proficiency levels in reading and math. In addition, we will also be providing information about Fall PSAT performance and Spring (P)SAT growth. Parents will be notified during grade level parent nights so that our staff are able to explain the results and take questions directly. In addition, during report card pickup events, our teachers along with our counselor will distribute most recent assessment data and review the results individually with parents and discuss next steps for the students to show progress. If data arrives off cycle from our parent conference dates, the assessment reports will be mailed out individually to homes with guidance on how to review/understand those reports.

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.

As necessary, mandatory NHQ letters will be mailed home and/or emailed to parents in a timely fashion.

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.

During our beginning of year meetings such as Back to School Night, mandatory report card pick up and progress report distributions, parents will be able to meet/speak with ALSC reps, our counselor, and school administrators to understand all State and local assessments. Parents will also be able to sign up for Parent Portal at each event and walk through the process of navigating the portal as a tool to monitor their child's academic progress. Back to school night and grade level nights will also serve as an opportunity to understand how to work with their child's teachers.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will be able to utilize the designated partner/parent resource room during normal school hours. Parents will have access to computers, internet and printers to help them monitor their child's progress. Designated staff will be available to assist parents throughout the week with parent portal or other parent related training regarding literacy and/or technology. We are working on utilizing some of our partners to support our school in facilitating parent training, engagement and involvement during the school day or after school.

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.

With an advisory program this year and the support of our partners, our staff will have at least 1 opportunity each month for an all staff meeting. During this staff meeting, I will include a block of time for

the parent-school connection and discussing ways in which we could better build ties with parents (i.e. how to use parent portal). In addition, at least bi-weekly, advisory mentor teachers will make calls to parents with updates on student attendance, achievement and upcoming events. This helps focus communication in areas of celebration AND growth and hopefully doesn't turn parents off from regular communication with teachers. Additionally, we will continue refining our course curricula to include school-home connections. As an example, ensuring that teachers include projects that require parent interviews or opportunities for parents to support with student work.

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.

All partners that work within the school, will be required to have a parental component that will include programs to involve and increase parental involvement. Partners such as Literature For All of Us will host parent/student book reading nights. Parents will also be allowed to sit in on monthly meetings with the Salvation Army Daycare to provide input/suggestions as needed. There are also home visit programs in place in which our girls can sign up to have someone visit the home to support learning for our girls and their own children. We will also like to get specific thoughts from parents who are participating in our ALSC and PAC teams in how to further parental involvement.

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

We will review the home language survey information to determine if we need to distribute information and set up robocalls in multiple languages. If this is necessary, all information that has to be distributed to parents will be in both English and Spanish; this will include robocalls and principal newsletters with a calendar of events for that particular time of the year.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

The mission of Simpson Academy is to educate and empower young mothers and prepare them for success in college, career, and life. Our school offers a competitive academic standards-based curriculum, as well as wrap-around services focused on parenting, health, and life-skills education. We tailor our programs to guide students toward success in a 21st century world. This year, we are exploring curriculum and instructional resources that allow for more engaging/culturally relevant, problem solving and skills based learning. Teacher PD will be offered to support with rigorous and engaging instruction and with supporting students when concepts are challenging. Our development of an MTSS process will be established to support students with meeting the challenges of rigorous work.

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.

Mandatory parent-teacher conferences will be held each semester (Fall and Spring) and every 5 weeks at progress report distribution. Parents will have the opportunity to come and meet with teachers after school (during distribution of progress reports). In addition, Grade level nights will be held each semester, allowing parents the opportunity to conference with teachers. To support our CIWP priority for student voice and leadership, we are exploring how to embed student led conferences into our parent teacher conferences moving forward.

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 will receive frequent reports on their child's progress through mandatory parent- report card pick up (Fall and Spring) as well as parent nights held at every five week progress report distribution. Progress reports will also be mailed for those parents who are unable to make it up to the school. Lastly, staff will have explicit protocols established to have more regular communication with parents either by phone or email to update them on progress of students. Parent portal will also support the school with this task.

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

Our school will hold Parent Conferences and set up individual parent conferences as needed with teachers. All teachers will be available for individual parent conferences during report card pick up and all parent nights . If conferences are needed during the school day, administrators will provide coverage. With our new telecom conference technology in the conference room space, parents are also open to the option of video conferencing with staff during the day or after school.

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 will be able to set up individual appointments with teachers to volunteer in classrooms. The school has an open door policy for parents to volunteer and participate in all school activities.

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

Parent portal sign-ups are crucial to regular updates regarding student attendance and academic monitoring. For students who may be in tiers 2 or 3 for academics or SEL, there may be other interventions like homework accountability checks or daily performance reports that require a parent signature. Most importantly, parents can assist with learning by ensuring they are available to support with uplifting events as well as if there are issues that need to be addressed. Getting up to date contact information including an email will be top priority starting the school year. Additionally, when the MTSS team meet, reports will also go out to parents to inform them of student progress and ways in which the school plans to provide interventions during the next MTSS cycle.

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 will be able to make individual conferences with teachers as needed. Parents will also be able to set up one on one evaluation(s) with the School Counselor to go over their child's academic progress (credit attainment, college enrollment, scholarships, summer school, etc). During our parent events like Back to School Night and grade level meetings after school, parents will be able to contribute to decisions relating to their child's education. Next year, we hope to have more parent surveys to give us feedback in advance of the My Voice My School feedback that doesn't come until April/May.

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).

In addition to our awards recognition ceremonies each quarter, our school will structure opportunities for student accountability through reflection check-ins during advisory and conference type sessions with teachers during some courses which will allow students to reflect on things such as attendance, positive attitude and grades. We have begun grade level and course plans to structure certain executive functioning skills that will help students be more organized and successful in their classes. Our staff will also have access to an executive functioning curriculum to support with this student accountability and organization in all classes.

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 for utilizing this money, \$241, is to plan for a parent engagement event early on in the school year that will provide parents some resources and supports from our external partners, showcase student work and achievement, and familiarize parents with our school, our staff, and our mission for educating their children and empowering them to be well-informed and supportive parents to their own children. Some of the topics that will come out in parent sessions include topics such as: Coping with High Stakes Assessment, Mental Health and Depression, Strategies for Parenting (and Supporting) a Teen Parent and Understanding Restorative Practices.

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.	\$181.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$60.00
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.	\$0.00
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.	\$0.00
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.	\$60.00
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