

World Language Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Lisa Berens	Science Department Chair	llberens@cps.edu	No Access
Luke Bigelow	Case Manager	ldbigelow@cps.edu	No Access
Espinosa Yuridia	Social Science/ELPT	yespinosa@cps.edu	No Access
Julius Aleco	English Dept. Chair	ajulius@cps.edu	No Access
Kestler Brian	Math Dept. Chair	bkestler@cps.edu	No Access
Martinez Carina	Guidance Counselor/LSC	cymartinez@cps.edu	No Access
Matela Paula	Fine Arts dept. Chair	pematela@cps.edu	No Access
Rogers Brian	Principal	bjrogers@cps.edu	Has access
Karen Guadarrma	Community/LSC	kguardarran@universidadpopular.us	No Access
Domingo Valencia	Parent/LSC		No Access

Team Meetings

Date	Participants	Topic
01/14/2020	Staff	CIWP Overview
01/31/2020	Staff	SEF Completion

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
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 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
 - 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 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
 - 4 Curriculum is aligned to expectations of the standards

- 2 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
 - 2 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
 - 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
 - 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:**
- 1 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)

- 3 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)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 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
 - 4 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)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 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
 - 2 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:**
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 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
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Family & Community Engagement	5
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	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	3
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	4

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	Structured MTSS
Area of Critical Need 2	Provide Teachers with structured progress monitoring to track student progress

Area of Critical Need 3	Formative assessment plan that tracks student needs and addresses interventions that move students forward
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: SAT Cohort Growth Percentile relates to area of critical need	Latino (Male)		50.00	65.00
	Overall		50.00	65.00
SQRP: PSAT10 Annual Growth Percentile-Math relates to area of critical need	Latino (Male)		50.00	65.00
	Overall		50.00	65.00
SQRP: SAT Annual Growth Percentile-Reading relates to area of critical need	Latino (Male)		50.00	65.00
	Overall		50.00	65.00
SQRP: PSAT 9 Annual Growth Percentile relates to area of critical need	Latino (Male)		80.00	90.00
	Overall			
Vision: 4 Year Graduation Rate relates to area of critical need	Latino (Male)		80.00	90.00

Required metrics (Highschool) (133% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey relates to area of critical need			100.00	100.00	100.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
Freshman On Track Depth and Breadth of Student Learning and Quality Teaching: MTSS	83.00	90.00		93.00	95.00
Post Secondary Enrollment relates to area of critical need	80.00	85.00		90.00	95.00

Strategies

Strategy 1

If we do...	If we develop a comprehensive plan around the implementation of formative assessments that incorporates the following elements: the use of multiple measures that give a full view of student learning; an inclusion of social emotional learning ; a focus on academic language for Ell/DL/ and specifically Hispanic Males; and use grading systems that are fairly and accurately communicated to students and parents then we will see..
Then we see...	then we will see...weekly progress monitoring, school wide targeted strategies, multiple measures of learning, and targeted interventions....which leads to...
which leads to...	which leads to...daily learning targets focused on student growth that meets students where they are and provides differentiated strategies which leads to; increased pass rates, decreased failure rates, higher graduation rates, and greater post secondary enrollment.
Budget Description	Local Funds 115: Buckets for after school meetings; Purchase of Conscious Discipline text to support SEL initiative;
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Liberatory Thinking, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality

<p>Action steps</p>	<ul style="list-style-type: none"> (Not started) Formative assessment use at WL: Using our instructional walks from 2019-2020 a formative assessment tool was developed to progress monitor the types of assessments used by staff. WL will modify/use the tool to capture evidence and seek multiple measures that give a more full view of student learning. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> (Not started) WL has Flex meetings built into the professional learning plan. Monthly meetings will be held that provide targeted professional learning that uses formative assessment strategies, a focus on building academic vocabulary, combined with social emotional learning, ("Conscious Discipline") as a foundation for targeted learners that includes an emphasis on EI,DI, and Hispanic Males. <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, ODLSS: Instructional Quality, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Staff will progress monitor daily learning targets focused on student growth that meets students where they are and provides differentiated strategies with bi weekly reports via grade level team meetings. Data analysis will allow teachers to utilize strategies to improve student performance both in and out of the classroom setting. <p>Tags:Assessment: Balanced Assessment and Grading, MTSS: Curriculum & Instruction, Personalized Learning: Learner Focused</p>
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Strategy 2

<p>If we do...</p>	<p>If we....develop a Menu of Interventions (MTSS Team) that clearly outlines the supports, resources, system and structures for Tier 1,2,3.; communicate MTSS related outcomes to all stakeholders; provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism; with school teams progress monitoring and analyzing student response to intervention throughout the intervention cycle to determine and implement needed adjustments along with staff instructionally providing culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content.....then we will see...</p>
<p>Then we see...</p>	<p>then we will see...students provided clear supports that address individual specific needs academically and socially both in and out of the classroom setting. Targeted intervention strategies with more frequent intervals of progress monitoring and potential instructional adjustments, which leads to...</p>
<p>which leads to...</p>	<p>which leads to...a robust system of clearly communicated tiered supports in the classroom and among all stakeholders involved in the progress monitoring of a students academic and social growth. Which leads to timely progress monitoring that will help students improve and meet targets for improvement. Growth targets include: Student academic progress, student attendance rates, lower incidence rates, and improved climate and culture of the school.</p>

Budget Description	Local 115 Fund: Youth Intervention Specialist Position; After school meetings/extended day buckets for teacher teams; Materials/Texts related to Conscious Discipline strategy implementation;
Tags	Assessment: Monitoring Student Learning to Support Growth, Equity: Fair Policies and Systems, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSCP: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> (Not started) MTSS Team: Develop a Menu of Interventions (MTSS Team) that clearly outlines the supports, resources, system and structures for Tier 1,2,3 <p>Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 7 or chronic absenteeism. Weekly progress monitoring of grades, attendance, and social emotional issues. Bi weekly grade level team meetings with targeted strategies from MTSS interventions that is communicated to students/families/staff. <p>Tags:Leadership for Continuous Improvement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p>

Strategy 3

If we do...	If we provide detailed, specific targeted feedback that seeks to engage in ongoing inquiry using continuous improvement cycles as a basis for improvement and design professional learning (PL) to achieve school-wide improvement goals....then we will see...
Then we see...	then we will see...An increased building of the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
which leads to...	which leads to... greater efficacy around building and maintaining an environment that fosters equity as outlined in the mission and vision of the school. The collective student, parent, staff, school experience will share a value system reflected in the teaching learning both in and out of the school...
Budget Description	Local 115: PD opportunities for staff related to feedback for teaching and learning improvement strategies; Resources/materials for teachers to improve efficacy of teaching and learning in the classroom; (focus of equity/e-learning)
Tags	Leadership for Continuous Improvement, Family & Community Engagement, Equity: Inclusive Partnerships
Action steps	<ul style="list-style-type: none"> (Not started) Admin will develop feedback cycles around formative assessment plan implementation. Cycles will be built twice monthly to gather data using formative assessment tool. <p>Tags:Leadership for Continuous Improvement</p>

- (Not started) Professional learning will take place twice monthly during flex meetings to share trends, shared knowledge, and inform next steps.

Tags: Balanced Assessment and Grading, Relational Trust, Equity: Liberatory Thinking

Action Plan

Strategy 1

Formative assessment use at WL: Using our instructional walks from 2019-2020 a formative assessment tool was developed to progress monitor the types of assessments used by staff. WL will modify/use the tool to capture evidence and seek multiple measures that give a more full view of student learning.

Feb 03, 2020 to Jun 30, 2022 - Grade Level leads Dept. Leads Admin

WL has Flex meetings built into the professional learning plan. Monthly meetings will be held that provide targeted professional learning that uses formative assessment strategies, a focus on building academic vocabulary, combined with social emotional learning, ("Conscious Discipline") as a foundation for targeted learners that includes an emphasis on EI, DI, and Hispanic Males.

Feb 03, 2020 to Jun 30, 2022 - Admin Grade Level/Dept. Leads Network Support

Staff will progress monitor daily learning targets focused on student growth that meets students where they are and provides differentiated strategies with bi weekly reports via grade level team meetings. Data analysis will allow teachers to utilize strategies to improve student performance both in and out of the classroom setting.

Sep 07, 2020 to Jun 30, 2022 - Grade Level Teams Dept Teams

Strategy 2

MTSS Team: Develop a Menu of Interventions (MTSS Team) that clearly outlines the supports, resources, system and structures for Tier 1,2,3

Mar 17, 2020 to Sep 25, 2020 - MTSS Team

Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism. Weekly progress monitoring of grades, attendance, and social emotional issues. Bi weekly grade level team meetings with targeted strategies from MTSS interventions that is communicated to students/families/staff.

Aug 14, 2020 to Jun 25, 2021 - Grade level teams MTSS Team Support Staff

Strategy 3

Not started Apr 30, 2020

Admin will develop feedback cycles around formative assessment plan implementation. Cycles will be built twice monthly to gather data using formative assessment tool.

Aug 28, 2020 to Jun 17, 2022 - Admin

Not started Apr 30, 2020

Professional learning will take place twice monthly during flex meetings to share trends, shared knowledge, and inform next steps.

Aug 28, 2020 to Jun 17, 2022 - Admin Staff

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.

The school annually reviews 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.

Annual PSAT/SAT data is evaluated with targeted individualized planning regarding teaching and learning strategies. Goals are communicated across all stakeholder groups. The CIWP consists of a comprehensive plan that addresses the needs of all students with particular emphasis on English Language Learners and Diverse Learners.

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

Schoolwide reform strategies target each student based on individualized needs. MTSS strategies are the prevalent methodology for implementation using academic and behavioral strategies to develop skill development among all learners using tier,1,2,3 progress monitoring, referral, reteaching, along with additional social emotional supports to support students, parents, and teachers.

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.

Schoolwide reform strategies include Conscious Discipline as a research based model to improve the social emotional instructional capacity of teachers, students, parents, and staff. Individualized strategies are highlighted and are the basis for our tier,1,2,3 intervention plan. Additional strategies are provided in the way of counseling and interventionist resources to maximize needs assessment and critical implementation of academic and emotional supports for all our underserved populations.

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).

The schoolwide MTSS plan is a comprehensive support system for students academically and includes a robust social emotional support system to support students. Frequent progress monitoring through highly developed systems and structures ensure accurate identification of student needs along with targeted intervention strategies among all stakeholders that includes mentoring, counseling, post secondary focus, along with intentional targeted academic supports for each student.

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

Primary strategy is to effectively train and retain high quality teachers. The schoolwide plan focused on tiered interventions along with an emphasis on social emotional competencies requires an intensive learning process. A schoolwide vision and mission continues to be the cornerstone for retaining and attracting high quality, highly qualified teachers and staff. An emphasis on understanding the community served along with a complement of training and professional development is vital.

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.

Professional development for all stakeholders is provided through a comprehensive research based methodology rooted in the social emotional factors that influence teaching and learning in and out of the classroom. Conscious Discipline provides a framework for strategies to be developed and honed among all staff members. More importantly, it reflects a value system that is embedded in the mission and vision of the school. Professional development is provided consistently among all stakeholders.

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

Multiple strategies and resources are dedicated to increase parental involvement. An emphasis on cultural awareness to help facilitate parental participation is key. The Parent Advisory Committee, The Local School Counsel, dedicated staff that recruit parent helpers and facilitators are examples of embedded strategies. Small group meetings, consistent opportunities provided by strategic community partners are

key. ENLACE is one such community based partnership that permeates all facets of the teaching and learning and social emotional fabric of the schoolwide environment.

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.

dna

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.

Schoolwide action plan is focused on formative assessment implementation that is focused on individualized learning targets. Strategies for use of assessments along with progress monitoring of the efficacy of those assessments are keys to the plan. Growth as the vital indicator of student success is based on a full view of the student's needs, strengths, and deficits. Intervention via reteaching, providing targeted supports, and services that wrap the student and families with communication and intervention support will lead to greater academic achievement.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

MTSS will provide targeted individualized academic and social support. Teaching strategies with particular emphasis on the formative assessment practices at the school and among each teacher will be a primary focus. Tiered supports in and out of the classroom will enhance each students learning. A pathway for timely communication with targeted strategies is built through the schools priority around MTSS implementation.

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.

School utilizes all supports provided at each level. Funding sources are utilized to provided services and supports that are reflected in the day to day teaching and learning at the school. Budget reflects resources and materials that are needed to provide high quality instructional practices along with supports for students, families, teachers, and all stakeholders. School offers academic programs that the community has asked for relative to high needs areas such as health career programs at the school. Social emotional programs federally funded are utilized and include ENLACE/BAM/WOW..nutrition programs provide more locally from the Universidad De Popular; along with other community supports that come form the local neighborhood.

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.

The ALSC and PAC will hold monthly meetings on the same day to coordinate parent involvement plans. The general public will also have access and published invitation to these meetings. While reviewing and preparing for CIWP development and parent involvement plans during the school year, Parent feedback will be invited and utilized in plans. Additionally, the Faculty Parent Involvement Committee will work with the parents to build relationships and more involvement in the school with their children.

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

Title I Annual Meeting was held by Principal in September 2020, in the cafeteria. The PAC Organizational meeting and State of the School presentation was also held on October, 2020
An annual public meeting will be held in July to inform parents of NCLB, Title I programs. Additional parental involvement meetings will be held at least monthly. We will do all calls to parents and publish agenda. A yearly calendar with predetermined dates will be mailed to each parent.

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

The Freshman parents will receive progress reports every 2 1/2 weeks by mail. The other students' parents will receive progress reports every 5 weeks. The parents will also be signed up for Parent Portal during parent meetings. Report Cards are scheduled for

pick up twice a year, students will receive the other reports cards by mail.

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.

Parents will be provided with information, workshops and conferences with guidance counselors and faculty concerning the most strategic ways to assist students with homework completion, grade improvement, securing resources and maintaining attendance of their children.

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

Parents will be involved in forums, ALSC meetings, surveys giving feedback on CIWP, safety and security and general instructional improvement. The parents will be able to call and visit administration upon request.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be involved in forums, ALSC meetings, PAC meetings and survey feedback.

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.

Students will learn via school culture, parents, faculty and administration support and peer leaders how to achieve success. As stated in mission and vision, literacy and an appreciation of languages and cultures along with college readiness are priorities of the educational plan.

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.

The Parent Involvement Committee will collaborate with the administration and leadership team to reach out in various manners to build relationships with the parents in the interest of improving student learning. The Committee will implement a monthly event promulgating parent participation. The plans will be made in collaboration with the ALSC and PAC and feedback from surveyed parents.

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.

High School N/A. However, the parent workshops will provide literacy training and writers' workshops

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.

Regular monthly mailings will be sent with information concerning parent programs, meetings and other activities. All calls will be done through the automatic calling system of CPS. All meetings, mailings, bulletins and letters sent home will be translated to Spanish as our demographics are 95% Latino. The Principal will continue to build relationships with parents who have difficulty visiting the school on a weekday to support their children's learning.

Policy Implementation Activities

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

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

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

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

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

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.)

Through our standards based curriculum, students develop academic and social skills, as well as, an appreciation of languages and cultures, to prepare for college and careers. We recognize the inter relatedness of the modern world and education. Therefore, we strive to develop students who are literate in two of the world's dominant languages and challenge students to excel in the languages of mathematics, science, history, and the arts. Upon graduation, World Language students are prepared with the skills needed for their post-secondary success. High-quality curriculum will be provided through ensuring high quality professional development for faculty allowing

for data driven instruction, in-house professional development and collaboration of instructional leadership and course teams. Administration will collaborate and guide learning walk-through, targeted instructional plans, and observations (formal and informal).

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.

Parent teacher conferences will be held 2 of the 4 grading quarters, with reports cards being held for students with multiple failures. Senior parent conferences will be held the second week of September after Senior transcript evaluations and again at the end of January. Parent meetings by grade levels will be held in the first semester for Parents will be called in as needed on an individual basis. Lower performing In-coming freshmen will be identified by course data located in Dashboard. A parent meeting will be held the first week of July

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

Concerted efforts are made to have all parents signed up to receive online daily progress reports . (Parent Portal). Parents also will receive progress reports every 5 weeks. The parents will also be signed up for Parent Portal during parent meetings. Report Cards are scheduled for pick up twice a year.

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

Parents will be given information at the beginning of the year by multiple forms of communication; electronic and by mail. A list of appointment times for each teacher will be posted on the school's website and available in the main office, along with the procedure for making appointments for conferences. Each teacher will provide a school voicemail for parents to leave requests for conferences.

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 provided with information, workshops and conferences with guidance counselors and faculty concerning the most strategic ways to assist students with homework completion, grade improvement, securing resources and maintaining attendance of their children.

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

Parents will be involved in forums, ALSC meetings, surveys giving feedback on CIWP, safety and security and general instructional improvement. The parents will be able to call and visit administration upon request.

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 involved in forums, ALSC meetings, PAC meetings and survey feedback.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will learn via school culture, parents, faculty and administration support and peer leaders how to achieve success. As stated in mission and vision, good attendance, positive attitude and class preparation guarantee success in student learning.

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.

Goals: Provide training, support, workshops for parents of each grade level monthly. Primary goal is to facilitate strategies to improve student achievement:
 Topics include: Parent Portal; college access and opportunity; FAFSA information; ELL/DL training and support; 9th grade transition; articulation meetings with elementary school parents; Immigration Issues; Health and Wellness topics; Meetings provided each month. Funding is provided to help facilitate these meetings and provide access and opportunity for our school's parents to attend and participate.

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.	\$2603.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00

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.	\$0.00
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