Air Force Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	All school staff and ESPs	CIWP introduction, Root Cause Analysis and Theory of Action
01/15/2020	BOG members	introduce the updated CIWP process and selected the BOG representatives for CIWP Team
02/11/2020	Department meetings (Science, History, English, JROTC, PLT)	select areas of critical needs and establish goals
02/13/2020	Department meetings (math & FAAWL)	select areas of critical needs and establish goals

Date	Participants	Topic
04/01/2020	ILT	
04/06/2020	All Grade Level Leads and Team	review TOAs and implement action steps
03/10/2020	Student leadership meeting	How do you see AFAHS in the next two years? What will you change or add: courses; teams; clubs, etc.
03/31/2020	Departments will establish TOAS and review	create TOAs based on Areas of Critical Needs and Root Cause Analysis

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals

- o 3 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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

- o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 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
- o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 1 Utilize assessments that measure the development of academic language for English learners
- o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

- o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 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).
- o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 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)
- o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 3 Partner equitably with parents speaking languages other than English
- o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**:

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	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
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	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**3**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Focused instruction designed for improved academic outcomes and test performances for our ELLs and students with IEPs
Root Cause 1	Lack of knowledge of teachers and staff; PD doesn't provide ample support and understanding; not enough of one in a priority group; no one staff has the dedication ELPT position (the person certified is a Counselor/Test Coordinator/SEL rep); funding not available to hire a dedicated person
Area of Critical Need 2	B or Better attainment among students not meeting P/SAT Benchmarks, on track and attendance
Root Cause 2	Lack of motivation from students to perform at their best; more emphasis is placed on creating a culture for learning and a safe environment instead of morale, achievement and success; students do not have an urgency or care for grades; don't lack the knowledge or understanding of the correlation between basic skills and understanding; inconsistent grading practices
Area of Critical Need 3	Grade appropriate math skills attainment among students with FRL
Root Cause 3	Lack of quality and rigor from teachers and is inconsistent; we have had more turnover in our math department; knowledge gap for students coming into HS; no alignment between elementary and HS math skills; we are not preassessing students prior to each unit
Area of Critical Need 4	instructional supports within grade levels to support the PSAT/SAT.
Root Cause 4	reluctancy of teachers to teach to the test; teachers lack training on integrating SAT skills into instruction; students are at various skill levels; lack of knowledge of differentiating with fidelity; students lack equitable access to

		SAT aligned resources and out of school supports; funding

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: Attendance Rate Per current school data our females have a lower attendance percentage than our males and overall school attendance	Overall		93.00	93.50
	Latina (Female)		93.00	93.50
Vision: College Enrollment we believe that as a college preparatory school and in our attempts to become an early college STEM, it makes sense to focus on this metric	Latino (Male)		45.00	47.00
	Overall		65.50	65.50
Vision: Freshman On-Track we understand the importance of our students being on track for success	African American Male		90.00	92.00
	Latino (Male)		90.00	92.00
SQRP: SAT Annual Growth Percentile-Math we are directly be responsible for this growth based on what we can control and support internally	FRL Eligible		73.00	75.00
	Overall		50.00	55.00
SQRP: SAT Annual Growth Percentile-Reading we are directly be responsible for this growth based on what we can control and support internally	FRL Eligible		52.00	55.00
	Overall		52.00	55.00

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey 3.7				3.70	3.90

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	use math department planning time for professional learning on developing and implementing instructional plans based on student data, and integrate students? interests and lived experiences into math instruction. we will
Then we see...	teachers understanding their students' needs, having time to plan new approaches to productive challenges in instruction, and being able to leverage student interest to boost engagement,
which leads to...	an increased percentage of students at or above their P/SAT annual growth goals in mathematics by 5% increase from 50 to 55 by EOY SY22.
Budget Description	Scheduled department and course team planning time in the master schedule. Teacher training and support;at least one member of the Math team part of a district-supported PLC; PDs supported and lead by the CPS Dept of Math; increase collaboration and support from the CPS Dept of Math; mathematical resources (technology and software); Assessment builders/Academic Approach or Khan Academy
Tags	Teacher Leader Development & Innovation: Teacher Teams
Action steps	• (Not started) Ensure time is built into the Master Schedule; select a flex option bell schedule that allows for flexible staff PD; Tags:Math: Curriculum • (Not started) At least one member of the Math Team and other content areas remain an active and engaged member of a content specific PLC. Tags:Math: Curriculum

	(Not started) Adopt a flex schedule for focused PD Tags:Leadership for Continuous Improvement (Not started) Maintain the Saturday Math Boot Camp Tags:Math: Equitable Access (Not started) Ensure to perform DDI cycle/sessions in a timely matter; providing Sub coverage and support. Ensuring the information is used to make adjustments to teaching and learning Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Research, purchase and/or adopt relevant math software to support math curriculum Tags:Math: Curriculum (Not started) identify math deficiencies across all grade level,adopt comprehensive means to review student work monthly while developing process questions. Tags:Math: Rigorous Tasks (Not started) Make math fun and enjoyable while being relevant and supportive. real life Tags:Math: Equitable Access (Not started) Encourage and support students to engage in Math competitions Tags:Math: Student Discourse (Not started) Look to add higher learning math courses (AP, dual credit/enrollment) Tags:Math: Rigorous Tasks (Not started) Intentional review action steps quarterly to make appropriate modifications and adjustments Tags:Math: Equitable Access

Strategy 2

If we do...	Create a culture of relational trust with and among our students, by understanding equity and its impact on student learning, and recognizing and supporting students? diverse social identities through providing greater opportunities for student voice and shared decision making/leadership
Then we see...	Will see a lifting up of under-engaged voices, more personally relevant lessons, diversification of clubs and extracurricular activities, more opportunities of creative expression, more time given for students to discuss, debate, explore and develop their ideas
which leads to...	Increased student outcomes as measured by our overall FOT , Attendance for students maintained at or above 93% and College Enrollment increase for all priority groups.
Budget Description	Increase external partnerships (GT7, BAM, Latino, etc); vend with agencies or organization to provide more extra-curricular activities, SEL supports, opportunities; increase our AP, Dual credit and dual enrollment offerings
Tags	Supportive and Equitable Approaches to Discipline
Action steps	• (Not started) Intentional in planning of student lead activities Tags:Supportive and Equitable Approaches to Discipline • (Not started) Through a summer camp or leadership camp (Top Flight initiation, JCLC, AFAHS summer camp) Build cadet capacity for leadership and preparing them to lead by example and in excellence and integrity Tags:Leadership for Continuous Improvement • (Not started) Quarterly or timely publicly viewed Cadet Promotion ceremonies with parent involvement. Tags:Supportive and Equitable Approaches to Discipline • (Not started) Develop and maintain a school wide calendar of events that shared remotely and often to all families. Enhance weekly communication of activities (school newsletter, blog, or any relevant and safe social media). Tags:Supportive and Equitable Approaches to Discipline • (Not started) Maintain and increase student clubs (completing the application process) and activities led by sponsors Tags:Supportive and Equitable Approaches to Discipline • (Not started) Consistently and often recognize the good works of our students on their successes and achievements Tags:Supportive and Equitable Approaches to Discipline

- (Not started) Open, run and sustain a School Pride store operated by members of the Business course and SGA

  Tags:Supportive and Equitable Approaches to Discipline

- (Not started) Maintain and hold harmless our monthly Mentor Days (no interruption of Mentor Days.

  Tags:

- (Not started) Enhance our Student Voice Committee and host quarterly Town Hall meeting while also surveying students often about (culture and climate, courses, extra curricular, etc.)

  Tags:Student Voice, Engagement, and Civic Life

- (Not started) School beautification projects:student designed murals

  Tags:Supportive and Equitable Approaches to Discipline

- (Not started) Dedicate funds for school beautification and student celebration

  Tags:Arts Education: Embedding the Arts School-Wide

- (Not started) Quarterly student and staff goal setting implementation and review.

  Tags:Supportive and Equitable Approaches to Discipline, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Establish a fair, accurate and consistent grading system

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Maintain BHT, and collaborate with SSW to ensure needed SEL supports for students

  Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Implement structures for Peer Restorative practices; peer jury,

  Tags:Supportive and Equitable Approaches to Discipline

- (Not started) Continue to provide and support ethical and civic duties of students (voter registration, mock trials, census, taking a stand).

  Tags:Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline

Strategy 3

If we do...	Implement professional learning and coaching cycles to require and support the use of UBD by requiring that assessments be built first (i.e. teacher created, Academic Approach assessment builder, CPS Student Assessment Builder) with the intended outcomes in mind which are aligned to our SAT/CCSS curriculum maps; by building in time to analyze student work, unit plans, and interventions around creating balanced assessments, and providing multiple tiers of interventions
Then we see...	will see learning progressions that focus on sub-goals (tasks) clearly articulated criteria (strategies) for meeting the goals, evidence based feedback (checking for understanding) linked to instructional outcomes, and self/peer assessment for students to think meta-cognitively about their learning
which leads to...	an improvement in standards-aligned core instruction and balanced assessment and grading practices, thus decreasing our overall percentages of students with D?s and F?s. Additionally, we should see an increase in PSAT student attainment by 10% at each grade level and an increase in our college enrollment.
Budget Description	Need an Instructional coach or funding to support a teacher serving in both capacities; purchase curriculum programs; adopt a flex option bell schedule; support with writing/building stronger assessments; purchase Academic Approach or a like vendor's product.
Tags	Curriculum
Action steps	(Not started) Create a master schedule that supports department planning, carving out adequate time for co-planning and not just compliance-based activities. Tags:Personalized Learning: Learner Focused (Not started) Design a school-wide meta cognition anchor chart that teachers can implement into daily lessons. Tags:Structure for Continuous Improvement, MTSS: Curriculum & Instruction (Not started) Triage staff into three levels of UBD knowledge to establish learning groups; determine if GLTs or departments will oversee collaboration. Tags:MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation (Not started) Using (P)SAT data as a guide, establish 1-2 targeted instructional areas (TIAs) to use school wide. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Plan one mentor day in Q1 to focus on teaching students how to track their progress (testing benchmarks, service learning, and grades/GPA).

	Tags:Personalized Learning: Progression Based on Mastery
	• (Not started) Conduct assessments at the beginning of each unit to determine student prior knowledge Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning
	• (Not started) UBD: Planning Curriculum (what are we teaching, how does it align with other contents, and what is the evidence of growth Tags:Equity: Inclusive Partnerships, MTSS: Curriculum & Instruction
	• (Not started) Determine the needs of students on a regular basis-- Establish some form of mastery assessment for key skills per quarter Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 4

If we do...	Provide differentiated (individualized) professional learning for staff to use multiple modalities in all courses for teacher-student interactions (including modified supports that meet individual student needs and teach and hold students accountable through the dimensions of agency, authority and identity
Then we see...	We will see students who have opportunities to conjecture, explain, make arguments and build on one another's ideas, in ways that contribute to their development, capacity and willingness to engage academically. Thereby having command of the content as problem solvers and creators of ideas.
which leads to...	an increase in the number of our ELL and students with IEPs raising their GPAs; an increase in our FOT rate for both our Latino and African American males, and an increased student outcome as measured by SAT annual Growth in Reading from 50 to 55.
Budget Description	Instructional coach; adopt a flex option bell schedule, funds for internal peer walks; a FT staffed ELPT teacher/coach; resources for our ELL students
Tags	Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Not started) Purchase Dictionaries for ELL students Tags:Equity: Resource Equity, ODLSS: Translation Services • (Not started) Establish external partnership (education outreach, museums) for educational supplementation Tags:SSCE: Community Engagement

	- (Not started) Provide professional learning opportunities to assist teachers with lesson modification and accommodations to better assist ELL and DL students Tags:Personalized Learning: Tailored Learning/Differentiation - (Not started) Provide training on different models of co-teaching Tags:ODLSS: Instructional Quality - (Not started) Formalize procedures to hear students? voice and the ways they learn through existing student organizations (establish and publicize club and organizational charters). Tags:SSCE: Student Voice - (Not started) Increase educational field trips that align to specific educational outcomes and interdisciplinary opportunities Tags:Structure for Continuous Improvement, Curriculum - (Not started) Establish clubs and organizations that support the diversity of the student population (heritage/language clubs). Tags:OSEL: Tier 2 and 3 Interventions, SSCE: Student Leadership - (Not started) Survey students about the culture and how staff can support them Tags:OSEL: Supportive School Environment - (Not started) Self-assessment the development and academic growth and achievement of ELL students and DL students using their progress reports and asking questions to see how they are being supported. Tags:OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions - (Not started) Recognize Student of the Months (wingman) Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Action Plan

Strategy 1

Ensure time is built into the Master Schedule; select a flex option bell schedule that allows for flexible staff PD;

Aug 17, 2020 to Jun 30, 2021 - Admin, ILT

At least one member of the Math Team and other content areas remain an active and engaged member of a content specific PLC.

Aug 17, 2020 to Jun 30, 2022 - Dept Chair Teacher

Adopt a flex schedule for focused PD

Jun 01, 2020 to Jun 30, 2020 - CTU rep and teaching staff

Maintain the Saturday Math Boot Camp

Sep 12, 2020 to Jun 17, 2022 - Math Team and volunteers

Ensure to perform DDI cycle/sessions in a timely matter; providing Sub coverage and support. Ensuring the information is used to make adjustments to teaching and learning

Aug 31, 2020 to Jun 17, 2022 - PPLC, ILT

Research, purchase and/or adopt relevant math software to support math curriculum

Aug 31, 2020 to Jun 30, 2022 - Math Team Math Lead

identify math deficiencies across all grade level,adopt comprehensive means to review student work monthly while developing process questions.

Aug 31, 2020 to Jun 24, 2022 -

Make math fun and enjoyable while being relevant and supportive. real life

Aug 03, 2020 to Jul 15, 2022 -

Encourage and support students to engage in Math competitions

Sep 08, 2020 to Jun 30, 2022 -

Look to add higher learning math courses (AP, dual credit/enrollment)

Aug 31, 2020 to Jun 30, 2022 -

Intentional review action steps quarterly to make appropriate modifications and adjustments

Nov 14, 2020 to Jun 30, 2022 -

Strategy 2

Intentional in planning of student lead activities

Jun 30, 2020 to Jun 17, 2022 - SGA, SGA sponsor; SVC, Administration

Through a summer camp or leadership camp (Top Flight initiation, JCLC, AFAHS summer camp) Build cadet capacity for leadership and preparing them to lead by example and in excellence and integrity

Jul 01, 2020 to Jun 17, 2022 - Commandant, JROTC Instructors, admin

Quarterly or timely publicly viewed Cadet Promotion ceremonies with parent involvement.

Sep 01, 2020 to Jun 17, 2022 - Commandant JROTC instructor

Develop and maintain a school wide calendar of events that shared remotely and often to all families. Enhance weekly communication of activities (school newsletter, blog, or any relevant and safe social media).

Jul 01, 2020 to Jun 17, 2021 - Admin ILT, PPLC

Maintain and increase student clubs (completing the application process) and activities led by sponsors

Jul 01, 2020 to Aug 31, 2021 - SGA sponsor and members; Cadet Leadership

Consistently and often recognize the good works of our students on their successes and achievements

Jul 01, 2020 to Jun 30, 2022 - Attendance Clerk, Dean, Counselors

Open, run and sustain a School Pride store operated by members of the Business course and SGA

- Admin and Business Class instructor and students

Maintain and hold harmless our monthly Mentor Days (no interruption of Mentor Days.

- SEL Lead

Enhance our Student Voice Committee and host quarterly Town Hall meeting while also surveying students often about (culture and climate, courses, extra curricular, etc.)

- SVC Committee and Lead

School beautification projects:student designed murals

- Cadet Leadership and staff

Dedicate funds for school beautification and student celebration

- Administration

Quarterly student and staff goal setting implementation and review.

- PPLC

Establish a fair, accurate and consistent grading system

- ILT

Maintain BHT, and collaborate with SSW to ensure needed SEL supports for students

- Case Manager, Teachers, Commandant

Implement structures for Peer Restorative practices; peer jury,

- Commandant, JROTC Instructors

Continue to provide and support ethical and civic duties of students (voter registration, mock trials, census, taking a stand).

- History Teachers Admin SEL lead

Strategy 3

Create a master schedule that supports department planning, carving out adequate time for co-planning and not just compliance-based activities.

Jul 13, 2020 to Aug 14, 2020 - ADMIN/ILT

Design a school-wide meta cognition anchor chart that teachers can implement into daily lessons.

Aug 24, 2020 to May 28, 2021 - Teachers and department chairs

Triage staff into three levels of UBD knowledge to establish learning groups; determine if GLTs or departments will oversee collaboration.

Jul 06, 2020 to Jul 17, 2020 - ADMIN/ILT

Using (P)SAT data as a guide, establish 1-2 targeted instructional areas (TIAs) to use school wide.

Jul 06, 2020 to Jul 17, 2020 - MTSS team/ILT

Plan one mentor day in Q1 to focus on teaching students how to track their progress (testing benchmarks, service learning, and grades/GPA).

Sep 14, 2020 to Sep 25, 2020 - GLT leads and Mentor teachers

Conduct assessments at the beginning of each unit to determine student prior knowledge

Aug 28, 2020 to May 30, 2021 - Department chairs/teachers

UBD: Planning Curriculum (what are we teaching, how does it align with other contents, and what is the evidence of growth

Jul 06, 2020 to May 31, 2021 - PPLC/ILT

Determine the needs of students on a regular basis-- Establish some form of mastery assessment for key skills per quarter

Jul 06, 2020 to May 31, 2021 - PPLC/ILT

Strategy 4

Purchase Dictionaries for ELL students

Jun 01, 2020 to Jul 31, 2020 - ADMIN

Establish external partnership (education outreach, museums) for educational supplementation

Jul 06, 2020 to Sep 04, 2020 - ILT/PPLC/ADMIN

Provide professional learning opportunities to assist teachers with lesson modification and accommodations to better assist ELL and DL students

Jul 06, 2020 to Aug 28, 2020 - PPLC

Provide training on different models of co-teaching

Jul 06, 2020 to May 30, 2021 - PPLC/DL department

Formalize procedures to hear students? voice and the ways they learn through existing student organizations (establish and publicize club and organizational charters).

Jul 06, 2020 to May 30, 2021 - ADMIN

Increase educational field trips that align to specific educational outcomes and interdisciplinary opportunities

Jul 06, 2020 to May 30, 2021 - GLTs/content departments

Establish clubs and organizations that support the diversity of the student population (heritage/language clubs).

Jul 06, 2020 to Aug 28, 2020 - ILT/ADMIN

Survey students about the culture and how staff can support them

Aug 21, 2020 to Sep 30, 2020 - ADMIN

Self-assessment the development and academic growth and achievement of ELL students and DL students using their progress reports and asking questions to see how they are being supported.

Sep 14, 2020 to Jun 07, 2021 - ADMIN/Leadership team

Recognize Student of the Months (wingman)

Sep 14, 2020 to Jun 07, 2021 - ADMIN/Leadership team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

We implement practice and state mandated P/SAT assessments at least three times a year. We

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

Practice assessments, REACH assessments, end of the unit and quarter assessments

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.

Ensure we have time built into our master schedule. Peer walks and conduct instructional drop-ins routinely.

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).

MTSS strategies, SEL strategies are used. We hold weekly meeting to discuss and different co-planning and co-teaching options used.

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

We are a CPS Options School

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

We have an active PPLC that represents all members of the staff. We conduct annual surveys for staff to select personalized professional learning. Additionally, we have both teacher led and external partnered PDs. We also use data fron REACH observation outcomes to determine needed and high quality staff PDs.

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

We have a FTE Parent Liaison. We have a dedicated Parent Center and we host heritage celebrations to celebrate and recognize our diverse student population.

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.

We have a diverse and supported ILT and PPLC. We operated in a collective decision making process that gives voice and decision making to our staff.

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

We implement MTSS. We recognize Tier 2 and Tier 3. We use student tracker and during weekly GLT and Department meetings, decisions are held and plans of support are established for our students.

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.

We follow all CPS and state guidelines

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Through our monthly held PAC meetings, and/or our Parent University workshops. Additionally during a section of our Heritage Celebrations

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

Those meetings will be held in accordance with the State of IL compliance (Sept 2020 and October 20220). We hold heritage celebrations to acknowledge and recognize our diverse student population. We have a dedicated parent center that's accessible to parents daily (during school year), we access parents for needed PDs (vaping, social media support); we work to ensure all parents have active parent portal accounts and we have an additional parent engagement/communication tool (Parent Square). The principal provides at least monthly parent communication newsletters.

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.

We support, engage and collaborate with our parents and frequently and often as needed via Parent Teacher conferences, scheduled/requested parent meetings and trainings.

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.

provided when students receive their report cards.

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.

We will follow CPS compliance and guidelines.

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.

This is achieved during our annual parent orientations and ongoing as needed or requested by parents

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.

We have a dedicated Parent Center that is accessible to our parents. We provide training for parents at least five times a year during our PAC meetings. We access parents to determine needed and wanted PD topics.

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.

We host at least on staff PD that provides training and support of the above topics

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.

n/a

> **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 appreciate that CPS provides all communication in different languages. We will provide language appropriate communication.

Policy Implementation Activities

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

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

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

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

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

School-Parent Compact (Complete)

> **The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**
>
> We have applied and fulfilled all the requirements to become a early college STEM school. In completing this process we were able to conduct a deep dive of all processes, structures and systems within the school. Our teachers are active members of PLCs, High School summit PD, conduct peer learning walks, provide and accept feedback and write grade level appropriate lesson/unit plans.

> **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.**
>
> As in accordance with CPS requirements and at the request of parents as scheduled.

> **The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.**
>
> We provide parents with progress reports every two weeks and in accordance with CPS policy.

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

During scheduled parent conferences, mandated Parent Teacher conferences, orientations, Heritage celebrations and other times as requested

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

Through collaboration with our Parent Liaison and teaching staff, parents may request to volunteer or shadow their student.

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

We will work to ensure all parents have updated contacted information, all parents who provide the information will be put in aspen and assisted with establishing their Parent Portal accounts.

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

Parents are collaborative parents in the creation of our CIWP, they attend BOG meetings and they can participate in parent surveys during orientation

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).

We will help create and sustain a positive learning environment and culture that is conducive and supportive for teaching in learning. We will conduct Town Halls and provide students ample opportunities to be apart of decision making. Students will be held to a standard of excellence and high expectations. We will use restorative processes to gain respect and cooperation.

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.

Parents will determine how their $1146 will be allocated

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.	$146.00
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.	$1000.00
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 by used only by parents.	$0.00