David G Farragut Career Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Carlos Hernandez	LSC Parent		No Access

Team Meetings

Date	Participants	Topic
01/27/2020	Cecily Langford, Alyson Stout and Tonya Hammaker	worked on choosing team and reaching out to staff
01/28/2020	Cecily Langford, Alyson Stout and Tonya Hammaker	sharing SEF survey with team
01/31/2020	Stout, V. Lopez, L. Morales, Alukos, Argylen, Resendiz	Team preperation and implementation planning.
02/19/2020	Hammaker, Langford, Stout, Brightwell	Data review - 5Es, Vision Protal and SQRPto develop Critical Areas of Need
02/26/2020	Stout, Langford, L. Morales, Alukos, V. Lopez, J. Ca?as, Brightwell	Phase one of Root Cause - Team reviewed data, critical areas and developed hypothesis ahead of our next meeting where we will comeplete the 5 Whys protocol.
03/02/2020	Stout, Hammaker, Langford, Alukos, J. Ca?as, Bolnick	Phase two of Root Cause
03/11/2020		Phase two of Root Cause
03/18/2020		Complete Root Cause

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 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**: 5E's survey, How Close Are We- NCS, RACI chart, Org Chart, Principal Round Table agendas & outcomes, Faculty Circles with H.E.L.P.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 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 4 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 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
  - 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

- 3 - Curriculum
  - o 3 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 3 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 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
  - 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 3 Provide students frequent, informative feedback

- o 3 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**:
- 3 - Balanced Assessment and Grading
  - o 3 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 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 4 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 3 Improve and promote assessment literacy
  - o 3 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**:
- 2 - MTSS
  - o 4 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 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 1 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 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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 3 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 1 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 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 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 3 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 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 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 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 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 2 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 2 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 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**2**

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**4**
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	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Diverse Learners graduate within 4 years at levels significantly lower than their typically-developing peers (43.8% vs 65%)
Root Cause 1	No dedicated professional learning on diverse learners and co-planning
Area of Critical Need 2	English Learners graduate within 4 years at levels significantly lower than their native English peers (54% vs 65%).
Root Cause 2	No dedicated professional learning on EL differentiation
Area of Critical Need 3	Classroom rigor and importance of high school for future were ranked the lowest by students on the 5Es; There is a mismatch between teachers' perceptions of rigorous teaching and students' experience/perception of rigorous learning at Farragut. SAT Growth & Attainment

	fluctuation across years is consistent in that it is below district expectations. Latina (females) are the strongest performers at 13.46% meeting benchmarks.
Root Cause 3	We have not been able to provide all students, particularly those most impacted by racial inequities, equitable access to the rigorous instruction and inclusive school environment needed to grow their academic and social identity.
Area of Critical Need 4	Lack of adequate growth on standardized tests- both PSAT and SAT
Root Cause 4	Loss of funding each year leads to moving teachers around and lack of consistency, need stronger vertical alignment to address this

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: 4 Year Graduation Rate both EL and DL grad rates are significantly lower than the rest of our students.	Students with IEPs		61.51	68.19
	EL		67.87	72.43
SQRP: SAT Annual Growth Percentile- Reading our overall SAT annual growth in reading is low overall and our Latino Males are underperforming compared to our Latina females	Overall		20.00	30.00
	Latino (Male)		20.00	30.00
Vision: Attendance Rate our attendance has dramatically decreased this year and this impacts learning outcomes.	Students with IEPs		87.00	89.00
	Overall		89.00	91.00
	African American		56.75	60.13

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Early College & Career Credential there is a huge disparity between our Latinx students and African American students earning ECC credit.	Students with IEPs		44.53	51.98
(Blank)				

Required metrics (Highschool) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we invest in high quality learning for our staff around differentiation and culturally relevant pedagogy to ensure the delivery of data driven IB and TIA aligned instruction through a distributive leadership model
Then we see...	Stakeholders intentionally collaborating around improved student outcomes and development of a more equitable support/expectations model eliciting improved student engagement, independence and agency reflected in their greater ability to successfully construct meaning from disciplinary texts and create strong evidence-based arguments
which leads to...	By 2022 a 20% growth in teacher practice data on Instructional Core Process Look Fors #2 (Task Complexity/productive struggle) and #3 (student to student discourse) from BOY to EOY year over year
Budget Description	Project Restore Initiative as equity vendor. Need to determine Differentiation PD consultant/vendor for EL/DL.

Tags	Equity: Liberatory Thinking, Equity: Targeted Universalism, ODLSS: Instructional Quality, OLCE
Action steps	• (Not started) Analyze Baseline Equity Framework data to determine specific focus areas for equity work in Professional Learning plan Tags:Equity: Liberatory Thinking, Equity: Targeted Universalism • (Not started) Create cycles of learning or PDSA cycles around culturally responsive teaching for SY 20-21 Tags:Equity: Targeted Universalism • (Not started) Create a differentiated, aligned IB track of Professional Learning based on program, student and teacher needs Tags:Instruction

Strategy 2

If we do...	If we continue to develop a distributive leadership model that facilitates collaboration between stakeholders and ensures students' academic and SEL development for college and career pathway programming both within and outside of the classroom
Then we see...	A more equitable school strategy that supports the development of student agency, identity, authority and goal setting capacity with greater student priority groups' articulation within rigorous programs (RO, CTE, IB)"
which leads to...	We will see a 10% growth in our 4Yr Graduation Rate for our priority groups
Budget Description	Innovare is a partner for BAG data and protocol.
Tags	Student Voice, Engagement, and Civic Life, ECCE: Career and Technical Education, ECCE: Early College
Action steps	• (Not started) Recruit and Retain MYP-DP students into course option and full DP track with an intentional recruitment/outreach strategy for priority group development Tags:Equity: Fair Policie sand Systems • (Not started) Increase and maintain CTE Enrollment and 4-year completion rates; determine funding stream for possible nursing CTE position for CTE expansion Tags:ECCE: Career and Technical Education

	• (Not started) Fine Tune Freshmen and Senior Seminar curriculum to include development of mentoring program Tags:Transitions, College & Career Access, & Persistence

Strategy 3

If we do...	If we invest in high quality learning for our staff around differentiation and culturally relevant pedagogy to ensure the delivery of data driven and TIA aligned instruction through a distributive leadership model
Then we see...	then we will see a more equitable school culture that prioritizes access to the rigorous instruction and a more inclusive school environment that supports a student's academic and social identity
which leads to...	By the end of SY22, We will see a 10% increase of students performing at a 3.0 GPA or higher across all priority groups
Budget Description	Differentiation consultant/vendor needed for PD.
Tags	MTSS: Curriculum & Instruction
Action steps	• (Not started) Research strategic partnership to provide consultancy on developing cycles of learning for our teacher teams in the areas of: effective co-planning, strategic grouping in the inclusive classroom, and differentiation for all levels. Tags:MTSS: Curriculum & Instruction • (Not started) Lead cycles of learning for teachers prior to start of the school year and consistently throughout the school year, develop peer to peer observation and feedback cycles. Tags:MTSS • (Not started) Develop a coordinated system to track and monitor school based interventions provided to students by counselors, social workers, school psychologist, CBOs, and attendance team to be analyzed by stakeholders. Tags:OSEL: Tier 2 and 3 Interventions

Action Plan

Strategy 1

Analyze Baseline Equity Framework data to determine specific focus areas for equity work in Professional Learning plan

Jul 01, 2020 to Jun 15, 2022 - Langford/Stout/Pruitt

Create cycles of learning or PDSA cycles around culturally responsive teaching for SY 20-21

Jul 01, 2020 to Jun 17, 2021 - Langford/Stout

Create a differentiated, aligned IB track of Professional Learning based on program, student and teacher needs

Jul 01, 2020 to Jun 17, 2022 - Brightwell

Strategy 2

Recruit and Retain MYP-DP students into course option and full DP track with an intentional recruitment/outreach strategy for priority group development

Dec 01, 2020 to Jun 18, 2021 - IB Coordinator

Increase and maintain CTE Enrollment and 4-year completion rates; determine funding stream for possible nursing CTE position for CTE expansion

Aug 13, 2020 to Jun 16, 2022 - CP Coordinator

Fine Tune Freshmen and Senior Seminar curriculum to include development of mentoring program

Jul 01, 2020 to Jun 17, 2021 - Instructional Coach

Strategy 3

Research strategic partnership to provide consultancy on developing cycles of learning for our teacher teams in the areas of: effective co-planning, strategic grouping in the inclusive classroom, and differentiation for all levels.

Jul 01, 2020 to Sep 01, 2020 - Instructional Coach

Lead cycles of learning for teachers prior to start of the school year and consistently throughout the school year, develop peer to peer observation and feedback cycles.

Sep 08, 2020 to Jun 18, 2021 - Instructional Coach

Develop a coordinated system to track and monitor school based interventions provided to students by counselors, social workers, school psychologist, CBOs, and attendance team to be analyzed by stakeholders.

Jul 01, 2020 to Jun 16, 2022 - Counselor Ruiz

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.

Surveys and other assessment methods like the Sustainable Community Schools Grant, 5Es data, College Cafecitos and ILT "How Close Are We" provide us the data on student achievement needs relative to state content and achievement standards

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

Establishing articulation pipelines into college or career tracks like CTE, Honors, Honors, IB/DP. Working through distributive leadership model to improve instruction with the ILT.

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.

We will work with ILT and other teams to learn and develop Culturally Responsive Pedagogy to better meet the learning needs of historically 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).

Reform strategies include Enlace tutoring, Counseling support groups, College Cafecitos, Behavior/Attendance/Grades Reflection Protocols, Grade Level Student Academic sessions

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

We collaborate with several universities/colleges to attract high quality, pre-service candidates and collaborate with new office downtown who provide resume books for reference

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 plan and provide high quality embedded PD that conducts cycles of learning aligned to CIWP Priorities

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

Community Based Organizations like Enlace and along with our SCS grant-based recruitment and outreach coordinator to collaborate for increased participation

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.

NA

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.

The ILT regularly meets to discuss academic assessments for improvement. Our TIA is one example of this.

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.

Grade level Teams meet to discuss students in need of Tier 2 and Tier 3 academic supports at least bi-weekly

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.

Action plans across all three of the CIWP Priorities attend to coordination and integration of these programs. SLT will monitor and status progress towards accomplishment.

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.

Parents and PAC facilitators will meet once a month to develop, review, and revise the Title 1 parental involvement plan and policy. Additionally,
parents will be on the CIWP planning team to help develop policy, specifically the family and community involvement section. Parents will also be offered
professional development opportunities throughout the school year (through both internal and external stakeholders, such as ENLACE, GEARUP, FCA
Counseling Office, etc). Parents will also take other field trips to various professional development events in an effort to familiarize parents about best
practice techniques in education, as well as, to inform them about how other schools are utilizing Title 1 funds. Announcements will be posted on the
Farragut web site and fliers will be sent home.

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

The Farragut web site posts announcements, information about events, pictures of activities, invitations to parent meetings, and all academic news and dates to keep parents, community, and students updated in both English and Spanish. Parents
attend monthly PAC meetings, where school related issues, programs and activities will be on the agenda. Participation is encouraged via web site, letters
sent home, and marquee postings. The PAC chairperson will provide a meeting summary at LSC meetings and encourage attendees to bring friends to the
next PAC meeting.
Title 1 Annual Meeting September 24,2020 at 9:30am
Title 1 Organizational Meeting October 1, 2020 at 9:30am

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.

PAC meetings are held in our newly created "Parent Room" (Room 163) on a regular basis and we will continue this practice. An agenda and open forum
gives families access to resources and information. Computers are also available for parent use in Room 163. School and community liaisons are available
for parents at all times. Our PAC facilitators and administrators have an open door policy and parents are always welcome to attend local school council
meetings to formulate suggestions.

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.

State test results (currently SAT/ACCESS and moving forward, PSAT/SAT) will be distributed to students, in division, to take home to review with their
parents. Counselors will also have this information and will meet with individual parents by appointment. The school web site will remind parents that this
service is available. PAC will also follow-up with a meeting addressing testing and how to interpret results. In addition, the Bilingual Lead Coordinator will host
assemblies for students in the English Learners program to communicate expectations for ACCESS testing. The Bilingual Advisory Council (BAC) will
communicate ACCESS scores and how to interpret results to parents during BAC meetings. This is all dependent on current circumstances and if assessments are given this year based on Covid.

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.

Every effort will be made to hire "highly qualified" teachers, however, in the event that someone is not, then first we will confirm the status, and send the
official CPS letters to the parents of the students being taught by that individual informing them of the teacher's credentials. We will follow procedures
outlined by CPS.

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.

Farragut will assist parents by conducting a data meeting to inform parents of Common Core standards as well as familiarize them with state and local
assessments including alternate assessments; parents will also be trained on how to use the parent portal when checking student progress. A good part of
the training, conducted by counselors and teachers, will be devoted to analyzing students in regards to percentages verses grades. Parents will also be
guided on how the data affects achievement for college readiness. The Attendance Team has also included Parent Portal conversations as part of every
parent conference to streamline communication so that most parents are registered on Parent Portal and are receiving updates on grades through alerts set
up in the system. The Diverse Learner department (Case Manager) will communicate alternate testing as

well as accommodations for students who require
additional supports in standardized assessments.

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.

PAC provides parent training and opportunities for parents to learn about academic support. Events are organized where parents receive advice on the best
strategies for them to promote their child's academic progress at home. Parents will be urged to attend conferences and community activities that strengthen
their contribution to educational success.

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.

Teachers meet biweekly to discuss and track student interventions to support student's academic success. They utilize Student Logger to update and gather
data, as well as obtain parental contact information to call families to provide them with updates. Additionally, a select number of teachers and parents attend
the NCLB Title 1 Conference and the Annual Bilingual Conference. A follow-up meeting between parents and staff will be scheduled to discuss things learned
at the annual events. Another important facet is the way in which teachers communicate with parents. All teachers are expected to post grades regularly in
their digital grade book and parents are trained on how to use those grade books during parent report card pick-up and during NCLB PAC meeting on TBD.

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.

Increasing efforts will be made to integrate parent activities with high school orientated meetings. Also Farragut
will conduct more articulation meetings at the elementary level to encourage students and parents to get involved with Freshman Connection before students
enter high school, as well as, have students and parents meet with college counselors to discuss their four year plans. Our staff, and administration, will
attend community events as well as high school fairs to discuss transitioning to high school to better support the needs of our students and their families.

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.

Farragut's website is an important source of communication between home and school. It is available in both English and Spanish. All announcements and
information for parents is posted in both English and Spanish. This keeps the parents current and updated

on any changes in school schedules or activities.
In addition, the marquee in front of the school will inform parents and community of events and dates in both English and Spanish. We will also distribute
letters home when needed through postal mail, or through student distribution. We also have a quarterly newsletter in English/Spanish, and we just recently subscribed to Remind to better communicate with parents.

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.)

Farragut Career Academy's mission is to empower students to become life-long productive thinkers and responsible citizens through challenging curricula
emphasizing community and global awareness.

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.

Freshman Orientation August 2020
Open House October 2020
Parent Conferences on School Progress (Report Card Pick-up) November 2020 and April 2021

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

Farragut will provide progress reports at 5 week intervals by mailing reports home. Parents will pick up grades at Farragut on CPS scheduled report card
pick-up dates and at the end of the 1st semester. Parents will also be trained on how to use Parent Portal/Aspen so that they can monitor their child's

progress on a weekly/daily basis. The frequency of these reports will enable parents to intervene if and when the student is not meeting expected goals.

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

The school website will enable parents to communicate directly with the classroom teacher. Parents will have access to staff during two report card pick-up
conference days, and by appointment during the school year. Teachers will be available for conferences during freshman orientation and open house.
Teachers are also encouraged to call homes regularly to keep students on track and to modify behavior when needed. Teachers are also free to meet with
parents during their preparation periods. In addition, we will host Parent Nights and Parent Cafes for our 12th grade students to provide additional supports
for post-secondary preparation.

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 are encouraged to be active participants in their child's learning process and social development by volunteering their services to: assist in the
library, attendance office; monitor hallways; serve as translators; chaperone field trips and sports activities; and assist with student projects and special
events. Radio announcements and school website will announce planned activities and encourage parents to participate.

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

FCA will increase parent involvement by forming a parent organization team that will work to increase parent participation. We will offer workshops that will
help parents understand the expectations of a successful education. Sessions will empower parents and familiarize them with the tools and support needed
to assist in their child's learning.

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

Parent outreach will consist of a parent leadership team that will meet at scheduled times (at least once monthly) to address the needs of parents and
school. Because GearUp will be supporting 9th, 11th and 12th grades next year, we will utilize our GearUp parent representative to continue to bring in new
parents and engage them in the weekly activities we offer to parents. PAC, Bilingual Parent Council, and LSC will work to increase attendance at
parent/student events, workshops, field trips, and social gatherings, in addition to participation in decision-making at the school level. Parents will attend
conferences and share new ideas for programs that they would like to see at FCA. The school will offer parent classes in English, computer skills, and other
subjects as determined by parent surveys and suggestion. The school will give parents a greater voice. In addition, parent/student field trips to colleges will
be increased to encourage enrollment in higher education.

> **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 review their grades in Grade Book, thus empowering them to take responsibility for tracking their own progress. Incentives offered by community
> partners and FCA will inspire students to strive for high achievement.

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.**
>
> In order to support our students success in their post-secondary endeavors, we must provide the necessary tools to parents so we can strengthen our
> partnership in ensuring academic success for all of our students. We will be providing parents with access to online software to increase their own academic
> skills so they can support their children at home with academic supports. In addition, we would like to expose our parents to the post-secondary process by
> attending college campuses, providing guest speakers to discuss the college process- including how to apply to colleges, the facts about the financial aid
> process, etc. We also want to encourage parent participation at the meetings by offering incentives, such as refreshments and materials. We also want to
> provide training to parents so they can support their child's social-emotional development so our students can focus on their academics.

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.	$2398.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00

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.	$1500.00
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.	$200.00
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