

# Sarah E. Goode STEM Academy 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/23/2020	Teachers	

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Current School initiatives and expectations include but are not limited to: using P/SAT Skills-Insight reports and formative assessment to inform instruction, academic discourse to foster critical thinking, implementing equitable grading practices, restorative justice, school policies, etc. Teachers in each discipline and grade level work as a course teams to create a semester long scope and

sequence which highlights the standards and objectives students will learn during the semester offering both students and their families a variable curriculum. To aid teachers in developing a curriculum that meets the cognitive demands of the CCSS, NGSS and other relative standards, teachers use the Understanding by Design Framework (UbD). Using this framework for developing curriculum and designing learning helps teachers to organize vast amounts of content knowledge into meaningful patterns. UbD helps teachers to promote students learning of the standards and objectives in specific disciplines and grade levels. There is collective responsibility for students' success in and outside of the classroom. Tiered student supports are shared by the Department Chairs, Instructional leaders, Grade Level Leads, Counselors, Case Manager, Service Related Providers, General Education Teachers and Learning Behavioral Specialist, College and Career Coach, GearUp, and Umoja. Our Shared Leadership monitors data systems, protocols, and effective interventions to ensure that every student has access to high quality Tier 1 core instruction, and any needed targeted Tier 2, or intensive Tier 3 instruction and interventions. In addition, grade level teams have created committees within the grade level. Each committee has a specific purpose tied to promoting student success. Some committees are freshmen success, student/teacher mentoring, and building culture. However, these are some areas where we can improve: Our school has many initiatives at work and oftentimes our teachers are confusing initiatives with expectations from administration, therefore feeling overwhelmed with what they should be focusing on and doing. For example, "equitable grading" is a standing expectation rather than a new initiative. This confusion can result in lacking focus on what is imperative in the moment for the best interest of our students. Goode has been a place where each initiative & set expectation is done well in smaller pockets of the school, but none are executed seamlessly throughout the building.

- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Current School initiatives and expectations include but are not limited to: using P/SAT Skills-Insight reports and formative assessment to inform instruction, academic discourse to foster critical thinking, implementing equitable grading practices, restorative justice, school policies, etc. Teachers in each discipline and grade level work as a course teams to create a semester long scope and sequence which highlights the standards and objectives students will learn during the semester offering both students and their families a variable curriculum. To aid teachers in developing a curriculum that meets the cognitive demands of the

CCSS, NGSS and other relative standards, teachers use the Understanding by Design Framework (UbD). Using this framework for developing curriculum and designing learning helps teachers to organize vast amounts of content knowledge into meaningful patterns. UbD helps teachers to promote students learning of the standards and objectives in specific disciplines and grade levels. There is collective responsibility for students' success in and outside of the classroom. Tiered student supports are shared by the Department Chairs, Instructional leaders, Grade Level Leads, Counselors, Case Manager, Service Related Providers, General Education Teachers and Learning Behavioral Specialist, College and Career Coach, GearUp, and Umoja. Our Shared Leadership monitors data systems, protocols, and effective interventions to ensure that every student has access to high quality Tier 1 core instruction, and any needed targeted Tier 2, or intensive Tier 3 instruction and interventions. In addition, grade level teams have created committees within the grade level. Each committee has a specific purpose tied to promoting student success. Some committees are freshmen success, student/teacher mentoring, and building culture. However, these are some areas where we can improve: Our school has many initiatives at work and oftentimes our teachers are confusing initiatives with expectations from administration, therefore feeling overwhelmed with what they should be focusing on and doing. For example, "equitable grading" is a standing expectation rather than a new initiative. This confusion can result in lacking focus on what is imperative in the moment for the best interest of our students. Goode has been a place where each initiative & set expectation is done well in smaller pockets of the school, but none are executed seamlessly throughout the building.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Teachers in each discipline and grade level work as a course team to create a semester-long scope and sequence which highlights the standards and objectives students will learn during the semester offering both students and their families a viable curriculum. To aid teachers in developing a curriculum that meets the cognitive demands of the CCSS, NGSS and other relative standards, teachers use the Understanding by Design Framework (UbD). Using this framework for developing curriculum and designing learning helps teachers to organize vast amounts of content knowledge into meaningful patterns and allows students to apply the knowledge to other disciplines and contexts. UbD helps teachers to promote students learning of the standards and objectives in specific disciplines and grade levels. To be more specific students should know the content in their courses and be able to link new knowledge to what they already know, explore problem solving and engage in inquiry. Using UbD helps teachers break content

standards into three stages which allows students to make meaning of the big ideas in the curriculum and transfer learning.

- 3 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Evidence of student learning, cognitive demand and intellectual engagement is evident but inconsistent building-wide. Building-wide observations indicate that our teachers need additional support with differentiation and data-based grouping. Teachers currently receive weekly data reports indicating failure rates of individual courses, students' attendance rates, and PSAT scores broken down by score bands to support them with weekly planning. Additionally, our case manager has begun to meet with Diverse Learner Instructors and core content teachers on a weekly basis to support differentiation of instructional materials and tailoring assessment to students' individual needs (per IEPs when applicable).
- 2 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** Across all departments, it is clear that most teachers have a fairly limited view of the purpose of formative assessments. Essentially, most initial definitions centered on formative assessment's role in gauging students' level of understanding, but few definitions mentioned the need to surface student thinking, interpret the data, and use the information to make alterations in instruction and determine the next steps. Five years ago, academic school year 2015-2016, the 9th and 10th grade teachers implemented standards-based grading practices, and the 11th and 12th grades began to implement Standards based grading by agreeing to a shift in gradebook policies to include an emphasis on summative assessments with multiple retake options. In addition, assessment data in Atlas Rubicon varied in type and the use of Academic Approach has continued for 5-week assessments in Core Content classes. However, currently, Aspen Gradebook still shows inconsistent grading practices, category types, and number of grades between departmental and grade level teams. Course teams, on the other hand, have more consistent grading policies with uniform categories and weights attached. Student work and DDI protocols have not been used outside of standardized test data in most course teams to develop scope and sequence to implement corrective action plans. Department-wide balanced grading practices seem to be deviant from the norm, but are an intricate part of the expected grading standards within the school.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 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)

- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Tiered student supports are based on a shared leadership within our school culture. It is the systematic implementation of MTSS by creating systems and structures with the Department Chairs, Instructional leaders, Grade Level Leads, Counselors, Case Manager, Service Related Providers, General Education Teachers and Learning Behavioral Specialists. Our Shared Leadership monitors data systems, protocols, and effective interventions to ensure that every student has access to high quality Tier 1 core instruction, and any needed targeted Tier 2, or intensive Tier 3 instruction and interventions. Instructional Leadership teams use the problem solving process for school level continuous improvement work plan.

Teacher teams use the problem solving process to evaluate the effectiveness and plan improvement to Tier 1 core instruction within the grade levels, classrooms, and content teams. Teachers, related service providers, and administrators, use the problem solving process to plan and monitor targeted Tier 2 and intensive Tier 3 instruction and interventions. Differentiated instruction, multi-tiered systems of support and response to intervention is an interactive practice to improve inclusive education through thoughtful curriculum design: Universal Design for Learning and design thinking. Curriculum maps, unit plans, and lesson plans encompass specific strategies that incorporate explicit instruction, lesson delivery, and targeted support for those students who require additional, explicit, and more focused instruction to meet their academic, and SEL standards.

- 2 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** The Counseling team meets for a retreat to create a counseling calendar. Through the calendar we keep track of important dates and allows for ability to conduct bimonthly workshops that are mandated by the district to complete ILP's and exposure for postsecondary plans. For the ninth grade class, there are ILP's that are completed throughout the school year. Looking at data from last year, there is consistency as it has remained over 90%. For postsecondary exposure, during the winter season there are college access program reps that come in; Northwestern Academy, Collegiate Scholars and SMASH. There has been an increase in applications; NA had 6-7 applicants last year, this year there are 14. Seeing the connections in these programs we may begin to diversify who we bring in. This year we have also started field trips such as UChicago College Day, Capgemini trip and Pepsi Co. Shadow Day. This helps with exposure. In addition to trips there are programs that are shared out via email like UIC Medicina Academy Apprenticeship and summer programs. The counseling team also has a partnership with NCS Freshman Success team to support freshman on track persistence. For the sophomore class there are also ILP pushins throughout the school year. In comparison to last year's data, there has been a 30%-40% increase in ILP completion. There has been addition of trips such as the UChicago College Day, Pepsi Co. Job Shadow and IBM trips. There are speakers that come in during the winter season such as, CPFTA, Chicago Builds, ACE's from U of I. There is also a partnership with U of I through the CISTEM 365 grant. Emails are also sent via naviance about scholarships, internships, summer programs and more, year round. For the Junior and Senior class there is a partnership with Gear Up. They work in addition to what the counseling team plans. For the junior and senior trips there are college trips planned in the fall and spring. There are college fairs for both grade levels, one in the fall and one in the spring. There are speakers brought in regarding trades, military, colleges and gap years throughout the school year. This is mainly scheduled while juniors and seniors are in seminar. The counseling team also conducts pushins for ILP completion and workshops for scholarships, FAFSA, and programs such as Dual



Enrollment, J2J, Genesys works, ACE's STEM Signing Day Scholarship application and more. The counseling team has also started working more closely with the DL team to bring trips like the ODLSS Fair and colleges and trades to meet their needs. There has also been partnership to attend IEP meetings regarding transition. Over the summer the College and Career Coach conducts what is known as summer melt in order to follow up with graduates to make sure they follow through on their postsecondary plans. Starting this year the counseling team has also started to follow up with alumni and is hopeful to create more consistency and opportunities for these graduates, to help them and current students. The College Coach and a counselor lead the PLT meetings, that are conducted biweekly, with the goal of bringing in more postsecondary supports to all grade levels Adding in Senior Day of Action, Junior Day of Action, looking for events we can add to other grade levels

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 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)
  - **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 2 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)
- 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:**
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 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).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:**

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## 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	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
2	Quality and Character of School Life: Family & Community Engagement	4
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	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: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	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	2019 PSAT student attainment was far below expectations. Freshmen- 25.4% Sophomore- 14.9% Junior- 15.1%
Root Cause 1	Inconsistent standards-aligned, grade level instruction and lack a vertically-aligned curricula within each department, particularly math and English.
Area of Critical Need 2	The 11th Grade SAT cohort is in the 7th percentile for growth
Root Cause 2	Implementation of the Data-Driven Instructional cycle is not done with fidelity within course teams. Teams have not developed a comprehensive menu of research-based tier 2-3 interventions to support students.
Area of Critical Need 3	Currently a disparity exists between the percentage of African-American and LatinX

	students who earn early college credit. the percentages are 34.8% and 67.6% respectively.
Root Cause 3	Teams have not developed a comprehensive menu of research-based tier 2-3 intensive academic interventions to support students with unfinished learning.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: College Readiness PSAT</p> <p>LatinX students at every grade level (Fresh-Junior) had an average PSAT score within one year's academic growth range.</p> <p>African American, EL, and DL students at every grade level (except senior) scored at a range that was below the grade level benchmark by more than one year of academic growth.</p> <p>For PSAT Math, Every grade level scored at a PSAT range that is below more than one year's academic</p> <p>2019 PSAT student attainment was far below expectations.</p> <p>Freshmen- 25.4%</p> <p>Sophomore- 14.9%</p> <p>Junior- 15.1%</p>	African American		25.00	35.00
	Latinx		34.00	44.00
<p>SQRP: SAT Cohort Growth Percentile</p> <p>The 11th Grade SAT cohort is in the 7th percentile for growth. Some teachers have not struck a balance with tailoring curricula to compensate for unfinished learning while also scaffolding to ensure mastery of grade-level skills and/or standards.</p>	African American		14.00	24.00
	Latinx		20.00	30.00
<p>Vision: Early College &amp; Career Credential</p> <p>Being one of the few Early College model schools, our goal is to ensure that significant percentages of all of our student groups have access to this</p>	African American		40.00	45.00
	Latinx		73.00	78.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
opportunity. Currently a disparity exists between the percentage of African-American and LatinX students who partake in the early college program.				
SQRP: College Persistence Rate  Currently, college persistence and retention is 69%, our school needs to develop a comprehensive approach to better prepare students to matriculate through college. This includes the process of streamlining the	African American		75.00	80.00
	Latinx		70.00	75.00
(Blank)				

### Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> Behavior and Discipline will be the focus moving forward, which will indirectly have a positive impact on student perceptions of safety. The number of out-of-school suspensions per 100 students was 14.8 in 2018-2019 and 11.9 in 2019-2020. Our goal is to continuously decrease the number of out-of-school suspensions through implementation of a menu of restorative practices.				7.00	5.00

### Custom metrics (0% complete)

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

### Strategy 1

If we do...	Implement the Data-Driven Instructional cycle with fidelity within course teams and collaboratively develop a menu of research-based tier 2-3 interventions and differentiation pathways
Then we see...	Teachers making data-driven differentiation, Students being appropriately matched to interventions and teachers using tier 2-3 tracking tools to monitor and evaluate intervention effectiveness
which leads to...	A fully implemented system of supports aligned to critical areas of tiers 2-3 as measured by the SAM's rubric and a 10% increase in the percentage of AA and LatinX students achieving above a 2.5 GPA of at all grade-levels.
Budget Description	Professional Development, Resource Guides/Books, personnel to support MTSS implementation, Subs for Training, Supplemental Pay
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Conduct Self Assessment with MTSS SAMs Rubric Tags:MTSS: Problem Solving Process</li> <li>• (Not started) Develop a menu of tier 2 and tier 3 interventions for students Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Develop a Data-driven instructional cycle and cadence for course team meetings to engage in deep analysis of student achievement data and student work. Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Develop intervention and progress monitoring trackers Tags:MTSS: Curriculum &amp; Instruction</li> </ul>

## Strategy 2

If we do...	If we work collaboratively to develop standards-aligned unit assessments...
Then we see...	Then teachers will focus instruction on grade-level content for all students
which leads to...	A 10% increase in the number of students achieving P/SAT attainment at each grade level.
Budget Description	Academic Approach, Testing Coordinator, PSAT Prep, Professional Development, Supplemental Pay
Tags	Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop Common Core and College &amp; Career standards-aligned curricula in each core content area</li> </ul> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> <li>• (Not started) Develop Assessment and Data Disaggregation Schedule</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Develop Scope and Sequences for Core Content Areas</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Develop Standards-Aligned Assessments for Core Content Areas</li> </ul> <p>Tags:</p>
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### Strategy 3

If we do...	If we implement common protocols to calibrate on scoring and grading within departments and course teams
Then we see...	Then we will see the use of checkpoints to progress monitor student growth on standards and analyze student data to provide feedback and inform instructional outcomes
which leads to...	Which will lead to a 10% increase in the percentage of students on-track at each grade level
Budget Description	Professional Learning Committees, Supplemental Pay, Professional Readings, Professional Development
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop a Standards-Based grading system</li> </ul> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> <li>• (Not started) Create Professional development schedule to unpack Grading For Equity text and shift mindsets around grading practices</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Conduct baseline analysis of 2019-2020 grade distribution data</li> </ul> <p>Tags:</p>

	<ul style="list-style-type: none"> <li>(Not started) Calibrate on rubrics utilized for evaluating formative and summative assessments in all core content areas.</li> </ul> <p>Tags:</p>
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## Strategy 4

If we do...	expand/build an infrastructure of communication and decision-making that is inclusive, transparent, and elevates student voices
Then we see...	we will see an increase in student investment in and commitment to learning and the school community culture, as well as a sense of belonging amongst all school stakeholders
which leads to...	improved student outcomes on testing measures, attendance, 5Essentials data.
Budget Description	Supplemental Pay for staff liaison for student groups, SPACE, BOSS, Rainbow Alliance
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> <li>(Not started) Develop the infrastructure for unified Student Voice Committee</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>(Not started) Establish a meeting schedule for student voice committee members</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Establish a schedule of informal surveys to gauge ongoing student perception</li> </ul> <p>Tags:</p>

## Strategy 5

If we do...	If we develop and adhere to a comprehensive, curriculum of post-secondary supports pooling the resources of teachers, external partners, and the post-secondary leadership team
Then we see...	All parties working collectively with students to appropriately select post-secondary pathways, progress monitor college and/or career readiness, and successfully complete obligations for matriculation
which leads to...	A 10% increase in the percentage of African American and LatinX students who persist in their selected post-secondary pathway.



Budget Description	Umoja, College and Career Coach, College Tours, Summer MELT Supplemental Pay
Tags	Transitions, College & Career Access, & Persistence
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop a tree of responsibility inclusive of Umoja, One Goal, Gear UP and Post Secondary Leadership Team.</li> </ul> <p>Tags:Transitions, College &amp; Career Access, &amp; Persistence</p> <ul style="list-style-type: none"> <li>• (Not started) Revise the curriculum for Junior and Senior seminar to integrate support from external partners and PLT.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Finalize team structure and allocate fund for Summer MELT</li> </ul> <p>Tags:</p>

## Action Plan

### Strategy 1

Develop a menu of tier 2 and tier 3 interventions for students

May 18, 2020 to Jun 12, 2020 - Tsampis/ Plascencia

Develop a Data-driven instructional cycle and cadence for course team meetings to engage in deep analysis of student achievement data and student work.

May 18, 2020 to Jun 12, 2020 - Shelton

Develop intervention and progress monitoring trackers

May 18, 2020 to Jun 12, 2020 - Tsampis/ Placencia

Conduct Self Assessment with MTSS SAMs Rubric

May 18, 2020 to Jun 12, 2020 - Plascencia, Tsampis, Bustos, Block, Alicea, Curry, Hernandez-Lule, Walton, Valle, Ross, Parker, Jaquez

### Strategy 2

Develop Common Core and College & Career standards-aligned curricula in each core content area

May 18, 2020 to Aug 21, 2020 - Block, Curry, Plascencia, Alicea. Drain, Faik, Mueller

Develop Assessment and Data Disaggregation Schedule

May 18, 2020 to Aug 21, 2020 - Block

Develop Scope and Sequences for Core Content Areas

May 18, 2020 to Aug 21, 2020 - Drain , Block, Mueller, Faik, Curry, Alicea, Shelton

Develop Standards-Aligned Assessments for Core Content Areas

May 18, 2020 to Aug 21, 2020 - Drain , Block, Mueller, Faik, Curry, Alicea, Shelton

### **Strategy 3**

Develop a Standards-Based grading system

Jun 22, 2020 to Aug 21, 2020 - Rodriguez, Bustos, Shelton, Block, Alicea, Curry, Drain, Faik, Mueller, Breen, McGinty, Byrnes,

Create Professional development schedule to unpack Grading For Equity text and shift mindsets around grading practices

May 18, 2020 to Jun 19, 2020 - Shelton, Block, Curry, Alicea, Plascencia

Conduct baseline analysis of 2019-2020 grade distribution data

May 18, 2020 to Jun 05, 2020 - Heylin

Calibrate on rubrics utilized for evaluating formative and summative assessments in all core content areas.

May 18, 2020 to Jun 19, 2020 - Drain, Block, Mueller, Faik, Block, Curry,

### **Strategy 4**

Develop the infrastructure for unified Student Voice Committee

Jun 22, 2020 to Aug 21, 2020 - Nancy Rodriguez

Establish a meeting schedule for student voice committee members

Jun 22, 2020 to Aug 21, 2020 - Nancy Rodriguez

Establish a schedule of informal surveys to gauge ongoing student perception

Jun 22, 2020 to Aug 21, 2020 - Nancy Rodriguez, Shelton

### **Strategy 5**

Develop a tree of responsibility inclusive of Umoja, One Goal, Gear UP and Post Secondary Leadership Team.

May 18, 2020 to Jun 19, 2020 - Nancy Hernandez, John Walton, Robert Valle

Revise the curriculum for Junior and Senior seminar to integrate support from external partners and PLT.

May 18, 2020 to Jun 19, 2020 - Walton, Hernandez

Finalize team structure and allocate fund for Summer MELT

May 18, 2020 to Jun 19, 2020 - Bustos, Shelton

## 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.**

Some of the programs and resources that will be integral in ensuring that students meet content and achievement standards are as follows: Academic Approach, PSAT Prep, Professional Development in MTSS and Balanced Grading and Assessment Practices, Professional Readings, Atlas-Rubicon for structuring collaborative curriculum development and unit plan design, No Red Ink, and NewsELA. The COVID-19 pandemic has exposed a need for a full transition to 1-to-1 technology to support students with accessing digital learning material.

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

Strengthening the implementation of Tier 2 and Tier 3 support for vulnerable students in addition to differentiating learning will ensure that all students receive support with accessing grade-level content in addition to accelerated learning opportunities. PSAT Interim assessments are administered once each semester to gather student performance data on college and career readiness skills and standards. Departments and course teams engage in collaborative planning meetings to develop curricula; the shift is to now engage in deeper analysis of student assessment data and looking at student work to develop corrective instruction action plans and monitor effectiveness.

**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.**

Two of the highest leverage reform strategies that are currently being implemented are the use of Professional Learning Committees (PLCs) and Problem-Based Learning. The PLCs engage teachers in ongoing professional learning to explore instructional strategies and resources to increase student learning and engagement via remote learning. Additionally, Problem-based Learning is a pedagogical strategy embedded within the framework of curriculum design at SEG. This is a student-centered approach that exposes students to content through the experience of solving complex, real-life problems in lieu of simply reading about content in expository texts.

**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).**

In addition to the aforementioned school reform strategies to address the academic needs of students, Umoja is one of our external partners specializing in restorative justice and training staff members with restorative approaches to discipline that keep students in classrooms learning as opposed to the dean's office and/or out-of-school suspension. Students are also supported via peace circles and small group pull-outs. Students who demonstrate the need for academic intervention are supported via academic tutoring after-school by teachers in the Academic Resource Center. Umoja, One-Goal, and GEAR UP work in tandem to support junior and senior students with remaining on-track for graduation and meeting post-secondary obligations.

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

Currently, we leverage the talent we have in the school by fostering a healthy and supportive work environment where teachers are encouraged to engage in continuous professional growth and allocated resources to thrive in the classroom. Our partnership with Michigan university ensures that we have a pipeline of student teachers who are exposed to the school culture and seriously consider Goode an employment option post-graduation. Additionally, being designated as a district Opportunity School allows early access to new talent entering the district. Marketing and branding of the school is equally important and this is showcased in the school website and social media platforms.

**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.**

Strengthening the implementation of Tier 2 and Tier 3 support for vulnerable students in addition to differentiating learning will ensure that all students receive support with accessing grade-level content in addition to accelerated learning opportunities. PSAT Interim assessments are administered once each

semester to gather student performance data on college and career readiness skills and standards. Departments and course teams engage in collaborative planning meetings to develop curricula; the shift is to now engage in deeper analysis of student assessment data and looking at student work to develop corrective instruction action plans and monitor effectiveness. Two of the highest leverage reform strategies that are currently being implemented are the use of Professional Learning Committees (PLCs) and Problem-Based Learning. The PLCs engage teachers in ongoing professional learning to explore instructional strategies and resources to increase student learning and engagement via remote learning. Additionally, Problem-based Learning is a pedagogical strategy embedded within the framework of curriculum design at SEG. This is a student-centered approach that exposes students to content through the experience of solving complex, real-life problems in lieu of simply reading about content in expository texts.

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

Invite parents to literacy nights, train parents in all different literacy computer programs.

**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.**

PSAT Interim assessments are administered once each semester to gather student performance data on college and career readiness skills and standards. Departments and course teams engage in collaborative planning meetings to develop curricula; the shift is to now engage in deeper analysis of student assessment data and looking at student work to develop corrective instruction action plans and monitor effectiveness. The instructional leadership team meets on a weekly basis and is lead by Instructional coaches who work collaboratively with department leads to determine the course of professional learning to shift teacher practice and increase student learning outcomes.

**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.**

Strengthening the implementation of Tier 2 and Tier 3 support for vulnerable students in addition to differentiating learning will ensure that all students receive support with accessing grade-level content in addition to accelerated learning opportunities. PSAT Interim assessments are administered once each semester to gather student performance data on college and career readiness skills and standards. Departments and course teams engage in collaborative planning meetings to develop curricula; the shift is to now engage in deeper analysis of student assessment data and looking at student work to develop corrective instruction action plans and monitor effectiveness. Struggling students are provided with academic intervention in their classrooms in addition to after-school referrals to the Academic Resource Center.

**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 are partnering with the Chicago Food Depository to provide food to families on a weekly basis and outside the organizations that will provide nutrition programs to parents.

## **ESSA Targeted Assistance Program**

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### **Parent Involvement and Schoolwide Programs**

☒ I verify that the statement below is correct

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

## **Parent and Family Plan**

### **Parent and Family Engagement Policy (Complete)**

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

Title 1 Committee will be formed at the beginning of the school year. This committee will follow the policies established by Title 1.

**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 Annual Title 1 and PAC Organizational meetings were held on 9/20/2020 to inform parents of how the NCLB program works. Parents will be notified via email, text, and posting at the school doors. Title 1 Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB. Parents will be informed of the amount of money allocated and the way in which it can be spent. All members will decide and vote on where the money will be used. It will be explained to parents that these monies are exclusively for parent professional development

**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.**

At the start of the school year, we will have informative grade level meetings for parents that describe and explain the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. A weekly newsletter will be sent home with information related to school goals and accomplishments. Five weeks into every quarter, parents will be provided with a student progress report and if it is required, a parent-teacher conference will be scheduled. Parents will receive report cards 4 times during the school year in which parents will have the opportunity to meet twice with the classroom teachers.

**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.**

As the school receives State assessments, the school counselor will make sure the parent receives a copy of the child's performance on State assessments. We will also send information home by using the Parent Portal on IMPACT in order for parents to monitor student progress such as attendance and grades. This can also be used as a communication tool with teachers. The implementation of REMIND will help teachers to communicate with parents and students.

**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.**

After school is notified, we are required to notify parents that their child's teacher is not "Highly Qualified." Letters will be sent home notifying the parents about their classroom teacher not being Highly Qualified.

**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.**

Our school has informative grade level meetings for parents that explain the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternative assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. The principal will also explain procedures through LSC, BAC, and PAC meetings.

**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.**

At the beginning of each school year, teachers have parent workshops that provide informational resources, and materials and training, including literacy and ESL training and technology, as appropriate, to assist parents in working with children to improve their academic achievement, and to encourage increased parental involvement. The school also provides computers, ESL and Literacy Night each year to assist and promote parent involvement with their children at home as well as school. The implementation

of a Parent University will also help address topics that are relevant across grade levels such as early college, on-track, GPA, career exploration, etc.

**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.**

School administration stresses the importance of parent/school relations through weekly teacher/staff meetings. Participation and attendance in the BAC/PAC/ LSC, also provides ample opportunities for communication, advocacy, and empowerment.

**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.**

Our school program stresses and encourages as much parent involvement as possible to further nurture their child's potential. Our school will schedule parents to volunteer and encourage them to visit the library to check out books. Parents will also receive training on using District online catalog to access ebooks.

**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.**

Our school provides information to parents in their native language through notes to parents, remind texts, phone calls, newsletters and school calendars. The school also posts parent announcements on the CPS Parent Portal.

### Policy Implementation Activities

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

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

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

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

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

N/A

### School-Parent Compact (Complete)



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

Sarah E. Goode STEM Academy continually provides high-quality educational experiences and equal opportunities to learn for all students. We provide academic and emotional support in a caring, nurturing environment. We foster strong parental and community involvement. Gaining knowledge of research-based practices and establishing strong literacy and math skills is the heart of our instruction development.

**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.**

Two parents Report Card Pick-up November and April. Student progress report 5 weeks into every quarter. Distribution dates October, December, March, and April. Parents are always welcomed to our school and are encouraged to communicate with teachers regarding their child's academic progress.

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

PSAT reports SAT Reports, Report Card Pick up, Progress Reports, and ACCESS reports are distributed to parents. Six weeks into every week quarter progress reports are distributed to parents. Parents are always welcomed to our school. Teachers communicate with parents via REMIND, agenda, text, email, and telephone.

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

Teachers are available to meet with parents before school and also during preparation periods. If the occasion calls for parent-teacher conferences during the school day, coverage is provided to the teacher.

**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 welcome to volunteer at the school. Teachers will provide a schedule with times in which they can come and support students. All parent volunteers must have a background check and TB test. The teacher will provide parents opportunities to volunteer in different activities such as field trips, classroom celebrations, or teacher help. The teacher will schedule a time and day so all parents will have an opportunity to participate.

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

Parent communication via email, phone call, or conference with teachers is vital to the supports that students will receive. Parents are supported in registering in the parent portal. Gear UP helps in communicating with parents, involving them to support with tutoring services.

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

When students are failing, parents are notified immediately via phone or email, a parent conference is scheduled and a remediation plan is put into place. If needed, the remediation plan will be revised after 5 weeks of implementation.

**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).**

Each parent, student, teacher, and administrator will fill out a compact to ensure the commitment. At the beginning of the school year, parents will have the opportunity to meet teachers in the open house and participate in different events such as STEM Fest, Science Fair, school assemblies, and award ceremonies. The administration will do a daily walkthrough in order to make sure that the school is ready to function. Students and teachers will be acknowledged for perfect attendance. All faculty and staff will model positive behaviors for students.

## 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.**

Teachers will present to parents strategies used in the classroom to support students. Parents will purchase Chromebooks to have computer access at all times and receive training.

**Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$1200.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00

<b>54125</b>	<b>Consultants</b> 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)	\$500.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$1500.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$1275.00