

The Englewood STEM HS 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
03/02/2020	Timbers-Ausar, Henderson, Crockett, Dillard, Tomlin, Hampton	SEF Survey Completion
03/10/2020	Newton, Crockett, Henderson, Dillard, Tomlin	Identify SEF Priorities
03/16/2020	Newton, Crockett, Henderson, Dillard, Tomlin, Hampton	Identify SEF Priorities
03/23/2020	Newton, Crockett, Henderson, Dillard, Tomlin, Hampton	Root Cause Analysis
03/24/2020	Newton, Crockett, Henderson, Dillard, Tomlin, Hampton	Root Cause Analysis
04/13/2020	Newton, Crockett, Henderson, Dillard, Tomlin, Hampton	Theory of Action
04/20/2020	Newton, Crockett, Henderson, Dillard, Tomlin, Hampton	Theory of Action
05/04/2020	Newton, Crockett, Henderson, Dillard, Tomlin, Hampton	Action Steps
05/11/2020	Newton, Crockett, Henderson, Dillard, Tomlin, Hampton	Review Plan

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 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
 - 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
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 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:**
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy

- 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:**
- 1 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 1 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 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)
 - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 1 - Transitions, College & Career Access, & Persistence
 - 1 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)
 - 1 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 2 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics

- 1 Become informed voters and participants in the electoral process
- 2 Engage in discussions about current and controversial issues
- 2 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
- 1 Take informed action where they work together to propose and advocate for solutions
- 1 Experience a schoolwide civics culture
- **Evidence:**
- 1 - Physical and Emotional Safety
 - 1 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 1 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 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
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 2 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)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

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

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	School-Wide Structures
Root Cause 1	Lack of adherence to school-wide expectations,
Area of Critical Need 2	Targeted Supports
Root Cause 2	A framework of targeted supports for students' academic, behavioral, and Social Emotional Learning across all school settings to increase time in school and in class.
Area of Critical Need 3	Curriculum Alignment to CCSS/NGSS and PSAT
Root Cause 3	Align units of instruction (horizontally/vertically) and expectations to Common Core/NGSS and PSAT/SAT standards and pace units and lessons appropriately.
Area of Critical Need 4	Consistent Implementation of School-Wide practices
Root Cause 4	Based on the data that 47% of infractions result in OSS, we want to examine if school wide, consistent practices/strategies are being implemented.
Area of Critical Need 5	Implementing instructional strategies
Root Cause 5	It is critical for ESHS to address instruction and how instruction strategies are used to ensure all students are receiving an engaging, rigorous STEM education that will equip them with skills well-suited for college and the workforce.

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: Freshman On-Track	Overall		90.00	95.00
To support maintaining school wide structures. We only have a freshman class.				
Vision: Attendance Rate	Overall		90.00	95.00
The goal will support a positive school climate and culture which in turn will positively impact the average daily attendance.				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: PSAT 9 Annual Growth Percentile It leads to an increase in student engagement, attainment and achievement. In addition to an increase for accessibility to the content when it is relevant to students' experience.	Overall		75.00	80.00
SQRP: 1 Year Dropout Rate Fully implemented standardized systems and structures of academic and Social-Emotional Learning support at-risk students leads to increased student achievement.	Overall		1.00	1.00
(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...	Data-informed structured meetings for Depts, CTs, PD, ILT, and Grade Levels
Then we see...	An established rhythm of using data to make decisions

which leads to...	and improved Freshman on Track and Implementation of school-wide protocols and procedures.
Budget Description	Professional Development, After school meetings, Grade Level Lead, ILT Lead, "Professional Learning Communities At Work"
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) Establish Department Chairs Establish Grade Level Leads Tags: (Not started) Establish Englewood STEM ILT Establish School Data Lead Tags: (Not started) Establish Data Informed Instruction meeting cadence Create a Yearly Professional Development calendar Utilize ATLAS data protocol during structured data meetings Tags:

Strategy 2

If we do...	develop a schoolwide tiered pyramid of supports, following the 80-15-5 model in CPS? MTSS Framework and develop a Menu of Interventions aligned to the needs of students and teachers at each tier.
Then we see...	an increase staff capacity to implement MTSS practices with fidelity, referring students for appropriate and effective tiers of intervention.
which leads to...	fully implemented standardized systems and structures to support at-risk students as measured by a qualifying score on SDQ, TESI, and other assessment tools, leading to increased average daily attendance, decreased discipline infractions for groups 4- 6, and increased grade point average.
Budget Description	Universal Screening Tools, Evaluation tools for Literacy and Math, Professional Development, Extended Day Compensation, Supplemental Curriculum Resources, Student Materials
Tags	MTSS, Literacy: Shift 2-Leveraging Data to Close Gaps, OSEL: Tier 2 and 3 Interventions, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Utilize the MTSS Membership Tool to organize a team. Tags: (Not started) Complete teaming structure worksheet.

Tags:

- (Not started) Professional development for the MTSS team.

Tags:

- (Not started) Link at least 1 Community Partner to each Tiered intervention.

Tags:

- (Not started) Develop a calendar for collaborative EWI (Early Warning Indicator) meetings.

Tags:

- (Not started) Design meeting protocol.

Tags:

- (Not started) Create a school level MTSS handbook.

Tags:

- (Not started) Conduct a school-assessment of the availability, access and quality of Tier 1, 2, 3 instruction and SEL supports at present.

Tags:

- (Not started) Conduct readiness school assessment to accurately determine the capacity of staff members to be able to understand the nature of each MTSS Tier, use data to make decisions (PSP), select and administer interventions appropriately to targeted groups of students, and to systematically progress monitor to produce accurate data.

Tags:

- (Not started) Formal presentation and train teachers to know and understand the categories for intervention and how to select appropriate interventions from each using the in-house list.

Tags:

- (Not started) Identify/develop/refine methods of Progress Monitoring to be systematic and produce accurate data points.

Tags:

Strategy 3

If we do...	Develop a culturally responsive curriculum and provide opportunities to explore and celebrate students' communities, culture, history, and language.
Then we see...	encourages students to become problem-solvers in the world and community
which leads to...	An increase in student engagement, attainment, and achievement. Leads to increases for accessibility to the content when it is relevant to their experience
Budget Description	
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Administration will purchase grade-appropriate PSAT/SAT instructional materials aligned to the CCSS/NGSS for classroom teachers to utilize. Tags: • (Not started) Administration will ensure equitable access to instructional materials and content for all students by providing professional development for teachers prior to and thorough out the school. Tags: • (Not started) Teachers will implement effective instruction utilizing the curriculum maps and approved instructional materials. Teachers will approve instructional materials to address the differentiated needs of all learners in the classroom and engage students in all content areas. Tags: • (Not started) Teachers will expose students to skills/content in all subject areas utilizing a variety of media and provide extension opportunities for students to further make connections. Students will be exposed to a variety of texts that are grade-appropriate and complex. Tags: • (Not started) Teachers will provide students with the opportunity to problem-solve and partake in inquiry-based learning. Teachers in their planning will ensure that a greater depth of knowledge is achieved through higher-order questioning and activities. Tags: • (Not started) Teachers will receive professional development surrounding problem-based learning to encourage higher-order critical thinking assignments.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Teachers will align all assessments to standards based curriculum content and ensure Academic Approach Assessment Builder is utilized throughout lesson planning and instructional practices. <p>Tags:</p>
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Strategy 4

If we do...	Implement a school-wide system of restorative disciplinary practices and strategies and provide opportunities for student voice, engagement, and civic life...
Then we see...	Will see an increase in the use of restorative practices through the use of a progress monitoring system, increase student participation on multiple decision/policy making bodies, and include student perspective in school decisions and discipline practices...
which leads to...	An increase in daily average attendance and a decrease in the number of serious (level 4-6) infractions and OSS.
Budget Description	Conscious Discipline books, Conscious Discipline professional development, SEL Everyday books, SEL Everyday professional development, Mikva curricula professional development, Mikva curricula site license, after school program sponsors compensation, student government professional development and resources
Tags	Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> (Not started) Purchase and distribute the following books to all school staff members: SEL Everyday: Integrating Social and Emotional Learning with Instruction in Secondary Classrooms (Meena Sricivasan). <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide training on SEL Everyday to a cohort of school staff. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Staff cohort will provide SEL Everyday PD and begin school-wide implementation. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Purchase and distribute the following book to all school staff members: Conscious Discipline: Building Resilient Classrooms (Dr. Becky A. Bailey) <p>Tags:</p>

- (Not started) Provide Conscious Discipline professional development to a cohort of school staff.

Tags:

- (Not started) Conduct a book study with all school staff, led by staff cohort, on Conscious Discipline and phase in school-wide implementation.

Tags:

- (Not started) Deans and Security Staff will complete Circle Keeper training and full Restorative Practices menu of training, including Peer Conference.

Tags:

- (Not started) Provide refresher training to students currently trained as Peer Conference leads and provide training to an additional cohort of, at least, 10 students.

Tags:

- (Not started) Purchase the Mikva menu of programs and provide professional development to the staff members that will be implementing.

Tags:

- (Not started) Establish after school meeting cadence for Project Soapbox and Student Voice Committee. Outline program expectations.

Tags:

- (Not started) Implement Mikva's Student Voice Committee, Project Soapbox, Elections in Action, News. Voice, Power and Issues to Action programs.

Tags:

- (Not started) Engage student representatives on the PTSO and LSC.

Tags:

- (Not started) Provide training and professional development for a Student Government Association.

Tags:

- (Not started) Establish election criteria, election timeline and after school meeting cadence for the Student Government Association.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Host elections and implement Student Government Association. <p>Tags:</p>
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Strategy 5

If we do...	unpack CCSS/NGSS, build a common Scope & Sequence, incorporate engaging instructional strategies, and develop common assessments
Then we see...	will be, as teachers, able to learn from each other which
which leads to...	skills-based growth for students each year. (Using data, ESHS will also choose a Targeted Instructional Area to improve upon with Professional Learning Cycles through the leadership of an ILT).
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Administration and department teams will come to a consensus on the curriculum for each content area that will be used and the content-specific materials that will be purchased to support instructional practices in each subject <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Provide professional development on DOK and other content-specific frameworks to ensure class activities/lessons/assessments are aligned and include the appropriate level of rigor <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Assign time during department meetings to co-plan units and lessons, create assessments (including Academic Approach assessments), establish pacing, assess student work, align grading practices, and analyze data to establish cohesion across departmental classrooms <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Teachers will incorporate multiple entry points and learning modalities so all students, including ELL and DL students, can access the content material <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Teachers will incorporate college readiness skills to ensure students are being challenged in a way that prepares them for post-secondary education <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Department teams will evaluate the amount of academic rigor for each course level (regulars, honors, etc.) to determine if it is appropriate, and will then follow-up with any necessary adjustments <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Administration will research and provide professional development around effective instructional strategies that will increase student engagement through the inclusion of student movement, technology integration, and other methods <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Teachers will gather data to ascertain the effectiveness of instructional strategies through assessments, both informal and formal assessments, to then inform the following planning cycle <p>Tags:</p>
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Action Plan

Strategy 1

Establish Department Chairs Establish Grade Level Leads

Jul 01, 2020 to Jan 01, 2021 - Admin

Establish Englewood STEM ILT Establish School Data Lead

Jul 01, 2020 to Jan 01, 2021 - Admin

Establish Data Informed Instruction meeting cadence Create a Yearly Professional Development calendar Utilize ATLAS data protocol during structured data meetings

Jul 01, 2020 to Jan 01, 2021 - Admin

Strategy 2

Utilize the MTSS Membership Tool to organize a team.

Jul 01, 2020 to Jun 01, 2021 - Admin

Complete teaming structure worksheet.

Jun 01, 2020 to Jul 01, 2020 - MTSS/BHT Leads

Professional development for the MTSS team.

Jul 01, 2020 to Aug 31, 2020 - Admin

Link at least 1 Community Partner to each Tiered intervention.

Jul 01, 2020 to Aug 31, 2020 - MTSS/BHT Teams

Develop a calendar for collaborative EWI (Early Warning Indicator) meetings.

Jul 01, 2020 to Sep 04, 2020 - MTSS Team

Design meeting protocol.

Jul 01, 2020 to Sep 01, 2020 - MTSS Team

Create a school level MTSS handbook.

Jul 01, 2020 to Jun 30, 2021 - MTSS/BHT Teams

Conduct a school-assessment of the availability, access and quality of Tier 1, 2, 3 instruction and SEL supports at present.

Jul 01, 2020 to Jul 31, 2020 - Admin

Conduct readiness school assessment to accurately determine the capacity of staff members to be able to understand the nature of each MTSS Tier, use data to make decisions (PSP), select and administer interventions appropriately to targeted groups of students, and to systematically progress monitor to produce accurate data.

Jul 01, 2020 to Jul 01, 2020 - Admin

Formal presentation and train teachers to know and understand the categories for intervention and how to select appropriate interventions from each using the in-house list.

Jul 01, 2020 to Jul 01, 2020 - MTSS Team

Identify/develop/refine methods of Progress Monitoring to be systematic and produce accurate data points.

Jul 01, 2020 to Jul 01, 2020 - MTSS/BHT Teams

Strategy 3

Administration will purchase grade-appropriate PSAT/SAT instructional materials aligned to the CCSS/NGSS for classroom teachers to utilize.

Jul 01, 2020 to Oct 01, 2020 - Admin

Administration will ensure equitable access to instructional materials and content for all students by providing professional development for teachers prior to and thorough out the school.

Jul 01, 2020 to Sep 01, 2021 - Admin

Teachers will implement effective instruction utilizing the curriculum maps and approved instructional materials. Teachers will approve instructional materials to address the differentiated needs of all learners in the classroom and engage students in all content areas.

May 01, 2020 to Jun 18, 2021 - Teachers

Teachers will expose students to skills/content in all subject areas utilizing a variety of media and provide extension opportunities for students to further make connections. Students will be exposed to a variety of texts that are grade-appropriate and complex.

May 01, 2020 to Jun 18, 2021 - Teachers

Teachers will provide students with the opportunity to problem-solve and partake in inquiry-based learning. Teachers in their planning will ensure that a greater depth of knowledge is achieved through higher-order questioning and activities.

May 01, 2020 to Jun 18, 2021 - Teachers

Teachers will receive professional development surrounding problem-based learning to encourage higher-order critical thinking assignments.

May 01, 2020 to Jun 18, 2021 - Teachers

Teachers will align all assessments to standards based curriculum content and ensure Academic Approach Assessment Builder is utilized throughout lesson planning and instructional practices.

May 01, 2020 to Jun 18, 2021 -

Strategy 4

Purchase and distribute the following books to all school staff members: SEL Everyday: Integrating Social and Emotional Learning with Instruction in Secondary Classrooms (Meena Sricivasan).

Jul 01, 2020 to Aug 01, 2020 - Administration

Purchase and distribute the following book to all school staff members: Conscious Discipline: Building Resilient Classrooms (Dr. Becky A. Bailey)

Nov 16, 2020 to Feb 05, 2021 - Administration

Provide training on SEL Everyday to a cohort of school staff.

Jul 01, 2020 to Aug 01, 2020 - Administration, Counselors, Social Worker & Teachers

Conduct a book study with all school staff, led by staff cohort, on Conscious Discipline and phase in school-wide implementation.

Feb 08, 2021 to Jun 18, 2021 - Administration

Deans and Security Staff will complete Circle Keeper training and full Restorative Practices menu of training, including Peer Conference.

Jul 01, 2020 to Sep 04, 2020 - Administration, Deans, Security

Purchase the Mikva menu of programs and provide professional development to the staff members that will be implementing.

Jul 01, 2020 to Aug 31, 2020 - Administration

Implement Mikva's Student Voice Committee, Project Soapbox, Elections in Action, News. Voice, Power and Issues to Action programs.

Sep 07, 2020 to Jun 30, 2022 - Counselors & Teachers

Engage student representatives on the PTSO and LSC.

Jul 01, 2020 to Jun 30, 2022 - Administration, Counselors, Students & Teachers

Staff cohort will provide SEL Everyday PD and begin school-wide implementation.

Aug 03, 2020 to Nov 13, 2020 - Administration, Counselors, Social Worker & Teachers

Provide Conscious Discipline professional development to a cohort of school staff.

Nov 16, 2020 to Feb 05, 2021 - Administration, Counselors, Social Worker & Teachers

Provide refresher training to students currently trained as Peer Conference leads and provide training to an additional cohort of, at least, 10 students.

Oct 05, 2020 to Oct 30, 2020 - Administration, Counselors, Students & Deans

Establish after school meeting cadence for Project Soapbox and Student Voice Committee. Outline program expectations.

Jul 01, 2020 to Jul 31, 2020 - Counselors & Teachers

Provide training and professional development for a Student Government Association.

Jul 05, 2021 to Aug 06, 2021 - Administration, Counselors & Teachers

Establish election criteria, election timeline and after school meeting cadence for the Student Government Association.

Aug 09, 2021 to Sep 03, 2021 - Administration, Counselors, Students & Teachers

Host elections and implement Student Government Association.

Sep 07, 2021 to Jun 17, 2022 - Administration, Counselors, Students & Teachers

Strategy 5

Administration and department teams will come to a consensus on the curriculum for each content area that will be used and the content-specific materials that will be purchased to support instructional practices in each subject

Aug 01, 2020 to Aug 31, 2020 - Admin and teachers

Provide professional development on DOK and other content-specific frameworks to ensure class activities/lessons/assessments are aligned and include the appropriate level of rigor

Aug 24, 2020 to Aug 28, 2020 - Admin and ILT

Assign time during department meetings to co-plan units and lessons, create assessments (including Academic Approach assessments), establish pacing, assess student work, align grading practices, and analyze data to establish cohesion across departmental classrooms

Sep 01, 2020 to Jun 18, 2021 - Teachers

Teachers will incorporate multiple entry points and learning modalities so all students, including ELL and DL students, can access the content material

Sep 01, 2020 to Jun 18, 2021 - Teachers

Teachers will incorporate college readiness skills to ensure students are being challenged in a way that prepares them for post-secondary education

Sep 01, 2020 to Jun 18, 2021 - Teachers

Department teams will evaluate the amount of academic rigor for each course level (regulars, honors, etc.) to determine if it is appropriate, and will then follow-up with any necessary adjustments

Aug 24, 2020 to Jun 18, 2021 - Teachers

Administration will research and provide professional development around effective instructional strategies that will increase student engagement through the inclusion of student movement, technology integration, and other methods

Aug 24, 2020 to Jun 18, 2021 - Admin

Teachers will gather data to ascertain the effectiveness of instructional strategies through assessments, both informal and formal assessments, to then inform the following planning cycle

Sep 01, 2020 to Jun 18, 2021 - Teachers

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

Freshman Success team, distributive leadership on-going.

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.

(Blank)

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.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula

remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The parent advisory committee, consisting of parent volunteers will be engaged on a monthly basis, beginning in the following quarterly basis after that in the review, evaluation, and development of the plan for the current and upcoming year. The committee will determine the effectiveness of current strategies and resources and determine the need for changes and added resources. The committee will be a Parent Teacher Student Organization.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to discuss participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I program. The school will offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times throughout the year for 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 school will hold a meeting for all parents outlining the Title I program early in the first semester of year 2, this will be a Night, in September or early October and will remain the same in subsequent years. Parents will be invited to participate in the advisory group as well as parent conferences, special events and to the Title I PAC. Invites are sent home with students, through email, posted on social media and through face-to-face or calls home to parents.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the Title I meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the Title I program. Please describe how the school will immediately respond to any such suggestions.

Parents participate in parent-teacher conferences, pathway selection process to develop goals, discuss strategies, resources and interventions to be utilized to meet the needs of their student. Progress monitoring is shared with parents through regular communication with teachers, counselors, coaches and administrators. Upon parent request, meetings will be scheduled within one-week.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and science. This will be accomplished.

Assessment results will be discussed with parents during the parent-teacher conferences, standardized test score mailings and will include state assessment data, Practice PSAT/SAT assessment data and diagnostic assessments performed at the schools. Parents will be given the opportunity to ask questions and be provided resources for skill remediation provided to their students. Within two weeks after the conclusion of each PSAT window parents will receive their student's PSAT report via mail and we will schedule a parent/student/teacher meeting to discuss school-wide results, plans for improvement and how the data can be used to identify post-secondary plans.

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

Parents will be notified in writing by school administration in accordance with the Title I Final Regulations.

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

During Parent orientation, we review graduation requirements, how to read PSAT scores, information regarding monthly Parent-Teacher-Student Organization, Parent University and given resources to increase study skills and social emotional skills.

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

During the parent university and open orientation, parents will have the opportunity to be trained in the use of our programs, etc. so they can support their students in work done in and outside the classroom. Students and parents have access to resources for continued growth and development of students' academic skills. Each staff member will have a mentor or lead to coach the students and the community. Parent communication will also be addressed in professional development.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family involvement programs. Please describe how this will be accomplished.

During Back to School Night, and other parent meetings, parents will have the opportunity to be trained in the use of our programs and skills that affords parents the opportunity to support their students in work completed in and outside the classroom. Students and parents have access to these materials to support the continued growth and development of students' academic skills.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with other school programs, such as Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, 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.

Not applicable: We serve only HS aged students

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

Parent correspondence will be sent regularly in writing in English and Spanish versions. School Counselors, Social Workers, and other staff will communicate with parents through calls and home visits when needed. All events and activities will include invites to all parents, times and contact persons for any questions.

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)

We do not have elementary students, we do not currently have an LSC.

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.)

Englewood STEM aims to develop industry innovators through an accelerated career and post-secondary preparation program. Our graduates will excel in competitive academic institutions and the global workplace.

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.

The school will hold the district scheduled parent teacher conferences on November 19, 2020 and April 22, 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.

The school will distribute progress reports on the following dates:
Q1 on October 9, 2020 Q3 on March 12, 2021
Q2 on December 18, 2020 Q4 on May 21, 2021

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

Parents will have access to staff via email. Parents can email staff members directly for consultations. Parent-Teacher conferences, Back to School Night and other stakeholder engagement events, and Parent-Teacher-Student organization meetings.

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 must first complete an application through the volunteer portal. Once approved parents may contact the main office to schedule an appointment with administration.

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

Parents will be enrolled in parent portal so that they can assist with student learning. Attend parent events i.e., Conferences, Student lead events (STEM Fair, etc.) Back to School night, Parent meetings.

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

Parents will be invited to participate in the PTSO and PAC. Parents will participate in the quarterly Principal updates.

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 participate in activities like PTSO, Student Voice and Student Council that gives them ownership for improved academic 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.

Engage parents in the academic development of their children.

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.	\$1821.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$750.00
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.	\$400.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$400.00
53306	Software Must be educational and for parent use only.	\$400.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00