George Washington Carver Military Academy HS 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this 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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 4 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Almost every teacher in our building volunteers as a member of one or more teams such as ILT, TCT, Data, Colloquium, etc. All teachers know, support, and implement the vision of the school. The school motto (Excellence is Expected) is public and exemplified by students and staff. Students share common goals around performance on standardized tests. Each grade level team (TCT) has one administrative team member and one ILT member in addition to the teachers who instruct the students in that grade. Grade level teams meet every other week and cover grade level business, events, and individual student concerns and interventions. TCTs use effective protocols (tuning) and norms. Teachers support student goals and help students determine and achieve goals; additionally, teachers have ambitious goals regarding teaching and learning for all students, and students understand that they are expected to meet high expectations. Excellence is expected, and daily adherence to policies and procedures is enforced. Opportunities are given/directed to staff to foster growth and learning through off campus professional development opportunities.The 2019 My School My Voice Survey conveyed an increase in Teacher/Administrative trust and overall rating in area of Effective Leaders (Principals and Teachers implement a shared vision) was Strong/Green Areas of Growth Suggested improvements include getting 100% of teachers on one or more teams to ensure all voices are heard and input is recognized. The school should work to define what success looks like for our students. Does everyone have the same definition of success? The handbook says ?All Staff must share an unwavering commitment to the success of all students.? What are the key traits each student should possess? The vision of the school is not shared with all the students. There should be more opportunities for teacher collaboration around ambitious instruction within grade levels and across content areas. Similarly, there

should be more opportunities for teacher collaboration around struggling students within grade levels, perhaps developing grade level plans for struggling students. The link between student administration (cadet leadership) and cadets could be stronger for the day-to-day enforcement of policies and objectives. Morning formation is the only time these two entities, and more emphasis on empowerment and accountability of the cadet leadership can garner a more cohesive student base and strengthen team concept. Brigade command should know and articulate priorities of school.

- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: The ILT meets regularly and has a member of each Department represented. ILT meetings are focused on school improvement, and we strive to ensure collaboration by asking different ILT members to facilitate meeting. Agenda and meeting norms guide all collaborations. There is equity of voice from all members of the team. During team meetings, a constant attitude of engaging in improvement is evident. The ILT adheres to regular meetings, evidence-based discussions and decision-making, and improving the learning environment for all students. After each meeting, ILT members disseminate information to other staff during Departmental and TCT meeting. The ILT has developed a Handbook that includes norms and practices to improve performance. The ILT occasionally reviews, analyzes student work and makes decisions based on qualitative and quantitative data, including but not limited to, Interim Assessments, School Work, My School, My Voice Surveys and PSAT Data. Areas of Growth Areas of growth regarding the ILT are the members need to consistently state what is working and NOT working in our building and focusing on those topics. In many cases the agendas are generated with a short term vs. long term lens. ILT meeting agendas should be developed on a quarterly basis and aligned to the CIWP and SQRP. The notes from our meetings should be conveyed to ALL STAFF after each ILT meeting. How can these notes be explicitly and timely conveyed to ALL Staff? All teachers should be encouraged to attend at least 1-2 ILT meetings per year to build their capacity and increase communication. A more structured agenda will guide more productive discussions and outcomes. The ILT should share data with teachers whose students are examined, especially disaggregated data (sophomore boys, sophomore girl ELLs, etc.).

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: 1. Depth and Breadth of Student Learning During curriculum planning, teachers are using best practices, such as backward planning and identifying essential understandings, curriculum maps, SAP, walkthroughs, peer reviews, and teaching demonstrations at professional development sessions. Teachers create rigorous content, which is evaluated and well-aligned with summative assessments. Teachers scaffold material and design instruction that connects to previous lessons, ensuring continuity and a deeper understanding for students. In addition, teachers work with each other and special education instructors to differentiate lessons for diverse learners to ensure all students are fully integrated into the lessons. Teachers design curriculum connected to real-world problems, and curriculum maps are horizontally and vertically aligned. Through carefully planned and rigorous lessons, teachers promote agency, identity, and authority among students. Teachers need more support around ESL and social emotional learning. While both supports are available at the school, they are not integrated into the regular curriculum. To continue to create curriculum that maintains the tension between being academically rigorous while at the same time giving the students the handholds necessary to feel invested, teacher relationships and co-planning should be encouraged. More time and resources could be made available for the social and emotional needs of some students, such as additional counselors and mentoring programs. Finally, there is no built-in time to provide one-on-one instruction other than during lunch.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Areas of success: Teachers use pre-assessments, surveys, and other ways to get to know students to develop curriculum and identify possible misconceptions that directly meets the student need of the individual classroom cohorts of students they teach. Carver has pedagogical experts that use a

variety of strategies that are identify affirming and student-centered. Students are encouraged to express their thoughts and ideas with guidance from the teacher. Most teachers are adjusting instruction based on student understanding and data gained from executive function practice, formative assessments, and PSAT/SAT data. Most teachers are flexible, always willing to reteach and retest when needed. Scaffolding and differentiating is especially evidence in classes with a co-teacher where these strategies are applied to any struggling student, not just diverse learners. Inquiry-based teaching is used to allow students to develop and use critical thinking skills necessary to change from one activity to another in class. Teachers are creating engaging lessons that allow students to take ownership of their learning, and students describe teachers as ?helpful.? Teachers are successfully incorporating deeper learning while also reaching the breadth of content required and given the time constraints. Teachers utilize basic knowledge, foundational learning, and facts in order to develop high-order skills like analyzing, creating, and synthesizing via Hess? Cognitive Rigor Matrix. Opportunities for growth: We need to ensure all teachers are applying identity affirming and student-centered strategies across the building. Differentiation may apply to process, and product, but not the learning environment because there is too much emphasis on ?group? work when half of the student population identifies as ?introverts? or prefers independent learning. We could focus on balancing group work with time for self-reflection and independent practice. There is a need to increase student choice in some or all areas of content, process, product, and learning environment and allow for more student-led instruction. Delays in grading is discouraging to students, so more timely feedback by modifying and adjusting in real time is needed. A heavy focus on online learning does not service auditory learners, so teachers need to ensure differentiation with digital curriculum. We need to ensure the effective use of technology instead of just putting ?worksheets? online. Encouraging inquiry and learning over the ?correct? answer is another area of focus. Professional development on questioning and discussion techniques could help with this area of growth.

- 3 - Balanced Assessment and Grading
    - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
    - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
    - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
    - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
    - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
    - o 3 Utilize assessments that measure the development of academic language for English learners
    - o 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
    - o 3 Improve and promote assessment literacy

- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Areas of success: Teachers are observed conducting informal comprehension checks, utilizing skill-aligned formative assessments and multi-skill summative assessments, providing retake opportunities, and assessing with standards-based grading. Much time has been spent ensuring teachers have standards-based and rigorous summative assessments using the summative assessment plan. More teachers are increasingly using rubrics that are given to students prior to an assessment to ensure they understand how they are being graded, although this could be more widespread and consistent. Teacher-made assessments are generally aligned with the content and skills taught during class, and the process or task students are asked to complete to demonstrate these skills is varied from assessment to assessment. Accommodations are provided for students who need them. Opportunities for growth: We need to find ways to make retake opportunities more accessible to students who lack motivation. Increase student ownership of scheduling, preparing, and advocating for retakes. The difficulty of the assessment does not always mirror the difficulty of the tasks leading up to it as well as the format. Thus, we need to verify that grading practices are accurate, clear, and fair. Find ways to eliminate the variable of online testing affecting test results. Some students have difficulty switching screens to access information between several documents and then typing an answer into another document. These variables may mean the assessment is not a true representation of learning. Opportunities for retakes are not always given during class time. Time has been spent on summative assessments, but more time needs to be given to developing formative assessments that are aligned with the summative as well as corresponding rubrics. The design of our assessments needs to be influenced by best practices and data. We need an increase in opportunities for students to be assessed and graded on multiple levels and areas: cross-curricular, lowlevel to high-level critical thinking skills, mathematics, literacy, etc. In some cases, more formative assessments need to be given as a progressmonitoring tool allowing teachers to gauge student learning
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 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)

- 3 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)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)

- o 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)
- o **Evidence**: Areas of success: Teachers are differentiating instruction for Tier 1, we can get a clearer picture of the students who truly belong in Tiers 2 and 3. All students start at Tier 1, and teachers are intervening when students are struggling in order provide the opportunity for success for all students. This year we have increased the number of meetings addressing MTSS and providing teachers with work time to determine which students belong in Tier 2 and 3, select interventions to meet student needs, monitor those interventions over 5 weeks, and reassess. Teachers individually are gathering data on student strengths, needs, motivations, etc. and we can work on sharing this information in a database that is visible to all teachers. The problemsolving process has been used in some TCT meetings to plan Tier 2 interventions. Some of the Tier 2 interventions are effective for the students who are consistently receiving those services. Opportunities for growth: Tier 3 only involves establishing relationships and a mentor with students, but has not proven to be successful so far. Many students aren't responding to academic probation, and the MTSS class was cut, although it was proven to be successful. The after school tutoring program is not reaching the number of students needed and it?s mostly supervision than actual tutoring. Essentially, we don?t have evidence of successful Tier 3 interventions. The only true Tier 2 interventions are given when teachers and students give up their lunch time to work with students individually or in groups. Low motivation students are less successful with Tier 2 interventions. What teachers are entering into the MTSS system is mostly done as a requirement, but the view and monitoring capabilities of the system are not helpful. Teachers are selecting students to go into Tier 2 and 3, but those cha
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: FAFSA rate completion, student application rate, acceptance rate, extensive college visits, dual credit classes, AP classes, and a robust counseling department seeking college opportunities and financial assistance all support transitions beyond high school. One Goal cohorts which last through students? sophomore year in college, grade-level team meetings, summer work opportunities for students, and a college support team add to the college-going culture as well. Weekly Colloquium lessons often feature skills that students need for college success. The College and Career Counselor provides opportunities for school field trips to colleges throughout the year. Suggested improvements include preparing students better for a college environment, which does not have as much hand-holding as they are getting in high school. Expectations for student responsibility need to be increased; school should build culture to support standards-based grading and expectations. Another suggestion is to adjust the philosophy of student responsibility and expectations. Many students are caught flat-footed after stepping onto a college campus. Carver should increase family

involvement into the college process; many students are first generation college applicants, and they do not understand the expectations that professors will have when they enter college. The school should also increase assistance, knowledge, and opportunities for students with residency issues, which arise regularly. Tap into WHY you want to attend college more than the WHERE. This might help students focus on the future and set goals instead of just ?making it in.? Carver should begin the ?college discussion? at the freshman level and instill the collegiate atmosphere earlier, by starting SAT prep classes and college visits during the freshman year. Schoolwide expectations need to be raised to ensure students are prepared for college. Students often wait until the last moment of the quarter or semester to complete work, they do not take advantage of retake opportunities, and homework completion is minimal. Raising expectations will help address these issues.

Quality and Character of School Life

- 3 - Relational Trust
    - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - o **Evidence**: Teachers display artifacts in their classrooms that motivate students to work hard. Motivational posters are also displayed in the hallways emphasizing the value of persistence. Our school message to students is ?1. The work you are doing is important. 2. You can do it! 3. We won?t give up on you, even if you give up on yourself.? This message is verbalized and displayed throughout the building to remind students that it is their job to focus on learning, and it is teachers? jobs to educate students. Examples of student work are posted in some classrooms to show growth and high-quality work. Some teachers utilize peer teaching to reinforce curricular goals. Goal setting and revisiting of goals is part of the homeroom curriculum and is emphasized in classrooms as a way to motivate students. During Morning Formation with all students and staff present, students are recognized for school success, awards, rank, Mathlete of the month, PSAT/SAT growth, sports achievements, and other educational successes. The growth in our PSAT/SAT scores shows students are taking ownership in their education and are focused on the future. Teachers determined grade-level appropriate category weights in gradebook to reinforce the progression of skills needed beyond high school. Teachers are developing rubrics and reviewing them well with students prior to beginning a formative or summative assessment. Assignments in gradebook note various drafts or retakes. Some teachers are utilizing growth mindset and linking it with standards-based grading, which reinforces the purpose of retakes. Area of Growth: There was an increase in the number of absent and tardy students last year, which demonstrated that students were not eager to enter classrooms to learn. Several teachers believe the focus on extrinsic rewards over intrinsic rewards does not reinforce the value of learning. Some teachers have shared we need to move away from extrinsic rewards and help students recognize how much they have grown and how they can use that growth to benefit their futures. There is low participation in formative assessment retakes, and students with the lowest grades are not always taking advantage of this

opportunity. Those students who do complete retakes are not always putting in the work needed to improve their understanding of skills before taking the retake. Some students hold on to assignments if they are not finished and never complete them. Our feedback needs to be timely, as much real time feedback as possible, and focused on effort instead of ?natural abilities? or how ?smart? they are. We need more of a focus on improving for personal growth instead of rewards, grades, or test scores. Teachers would like an emphasis on growth mindset as our next powerful practice. Moving forward, teachers will survey students at the beginning of the year to identify interest and how students feel about learning. Teachers will create level rubrics aligned standards across subject areas to see that learning is transferred across content areas. Teachers will provide students with fe

- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: The new civics course is a requirement, but only for a semester. Ms. O?Leary piloted a semester course and it was really hard to cover everything in one semester. She suggests offering a full year civics course instead of 1 semester. We have voter registration tables at all report card pick ups, and eligible students were offered an opportunity to be an election judge, four were paid election judges this year. Civics classes attended a gubernatorial election simulation at Loyola. Law class conducts a mock trial simulation every year and sends students to the city-wide mock trial. U.S. History conducts a Constitutional Convention simulation and they created Public Service Announcements for the Bill of Rights. The civics class is conducting a service learning project where they ?unsilence? an issue they think is taboo at Carver and needs to be talked about more. The Freshmen Team is developing a Service Learning Project about Globalization and the impact of multinational corporations on their community, their country, and the world. For most of the projects mentioned above, students are given choice in the content and process. JROTC program encourages citizenship and community building. Students engage in civil discourse via classroom discussions that center around consensus building and understanding of others rather than ?winning? a debate. Teachers utilize the 7 Forms of Disagreement allowing discussions to be grounded in evidence. World Religions & Holocaust/Genocide units focus on understanding others who have different identities and beliefs, and explore their own identities and beliefs. This is the first year of the student voice committee. Our brigade staff runs formation and events for underclassmen like the PSAT Pep Rally. Students email teachers and administration and receive prompt responses where their ideas are put into action, for example, out of uniform requests, Pep Rally ideas, etc. Teachers develop surveys at the beginning of the year to get to know students and incorporate their interests, experiences, and perspectives in class. Leadership opportunities are built into the culture of a military academy through class leaders all the way up to brigade staff. We need to capitalize on this built in leadership and their abilities to engage as civic

leaders in the school as well. Areas of growth: More involvement in civic engagement freshmen year and we need to involve all content areas in teaching how students can engage in politics outside of the classroom. (Ex: Science classroom discusses current debates about global warming.) We can incorporate an explicit ?Civic Engagement Plan? for each department, scaffolding civic engagement opportunities into each grade level. We could conduct a survey of what civic engagement instruction is already occurring in classrooms and provide more professional development in areas of need. To improve civic engagement we can set goals for the number of seniors are registered to vote. In our discussions, we need to include more room for personal thoughts, feelings, and exploring why they have those thoughts/feelings. More analysis of why they think and feel a certain way about topics based on their identities. We need more explicit instruction of fallacies and instructional strategies to teach online dialogue. Identity instruction needs to be explicitly taught. Teachers need to be taught how to reflect upon and the impact of their own identities on student learning as well. Students need to ?see? themselves in the learning/subjects being taught for the knowledge to feel relevant. We could possibly create a student council to create a separation between military leadership and educational leadership or integrate them. We can provide more student choice in selecting topics that directly affect themselves and their communities. Invite student council/brigade staff/student voice committee/other student leaders? to teacher meetings (when appropriate) to help make decisions. Develop a plan for how students can learn about and intera

- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: We are in the beginning stages of integrating SEL interventions into MTSS (previously mostly academic.) BAM serves approximately 60 cadets and provides much needed mentorship/counseling for males. WOW provides much needed mentorship/counseling for females. We have a disciplinary policy based on the Military Model, and we use demerits to deter poor conduct. Students are provided the opportunity to work off demerits before and after school. We have a plan to give detentions to students to deter minor infractions (i.e. poor conduct, tardies, etc.) If the student does not serve detention, the consequences are

escalated and Admin follows the SCC (Student Code of Conduct). During ISS, students are required to write a selfreflection on how the student might prevent the infraction in certain cases. The school (admin, teachers, staff) is in contact with parents as needed to discuss behavior issues or concerns. Data from the Five Essentials survey for Supportive Environment says we are, ?Strong.? Areas of Growth: We need to create a restorative justice team that includes teachers, students, and JROTC Instructors. All teachers should have more 1-1 interactions and provide interventions for students as needed. We can develop a continuum of interventions to utilize. Parents are rarely contacted for positive student behaviors and progress. We need to include behavior goal setting. Students are not taught how to manage emotions and respond to difficult situations. More punishment is happening than restoring. We need to integrate SEL into the curriculum for all teachers at all grade levels and utilize shared procedures and practices across grade levels for consistency. We are mostly using punitive measures like ISS, removal from class, or demerits as consequences. We should hire a trained restorative practice coordinator or disciplinary dean. We need to take advantage of resources provided through WOW and BAM--They can provide training and Professional Development. We need to develop clear disciplinary procedures with teachers and experts in restorative practices and develop staff?s knowledge and understanding of restorative practices. We say ?restorative practice? but we have never been trained on what that actually means and looks like. Military Model lends itself towards punishing misbehavior instead of understanding root cause, allowing students to take ownership, resolving the conflict, and learning from their actions. We need to establish clear procedures and best practices that teachers can utilize in their classroom that aligns with restorative justice. Procedure and best practice needs to be followed for issues handled outside of the classroom as well. The Merit/Demerit system could be better utilized to provide more immediate consequences. There is little or very delayed follow through with consequences via email. Teachers do not know if a student has been spoken to or received a consequence. There is nowhere to send students during the day who are seriously disruptive

- 3 - Family & Community Engagement
    - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - o 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).
    - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
    - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - o 3 Partner equitably with parents speaking languages other than English
    - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
    - o **Evidence**: Parents are invited to attend morning formation when students are being recognized, and they are invited to all assemblies and honors/award ceremonies. Carver has a host of annual assemblies including the African

American history assembly, honor roll assembly, Hispanic Heritage Day assembly to which all parents are invited to attend. This year Family Night at Carver is being hosted by the Parent Advisory Council (5/10/18). The PAC (Parent Advisory Council) is active and meets monthly on Thursdays. Meetings are announced electronically via BlackBoard for all-call. It is comprised of Carver parents who work to engage other parents through offering workshops (i.e. understanding your son/daughter's gpa, preparing healthy meals, etc.) They also organized a vocational fair this year. A meeting was held with parents to discuss concerns around the removal of a teacher, and communication was sent home immediately. The technology coordinator sets up a table at all report card pick up events to set parents up with Parent Portal and answer any questions parents have about its use. Teachers encourage parents to utilize Parent Portal, their class websites, Schoology, etc. to monitor student progress and participate in the educational process from home. Grade level breakout sessions during Open House deliver grade level expectations, standards, and grading policies to parents. Phone calls home & scheduled meetings with parents communicate the importance of attendance. Teachers communicate with parents via gradebook, email, text messages, and phone calls. Parents are contacted when their child is frequently absent or tardy. Parents are asked before all meetings if an interpreter is needed, and one is provided for them if necessary. We have increased utilization of an adult interpreter so private information is not discussed with a student translator. Some teachers provide Spanish translation of communication sent home (ex: Questionnaires, parent letters, etc.) More teachers should send home Spanish versions of important documents. The data from the Five Essentials survey for Involved Families shows we are ?Strong.? Areas for Growth: We could create a welcome sign and instructions in English and Spanish for parents in the main office. Teachers have addressed a lot of confused parents in the mornings before school. More communication and training for parents is needed on how school and home compliment each other. We can use parent expertise to say what is working in their home versus what is not working. We can encourage parent partners to help each other. We need to increase positive communication to parents about their child?s progress. We need a more solid plan for how to address absences and tardies with parents. Responsibility is mostly falling on teachers to raise concern and call parents. If there is no change, there is little follow through unless teachers repeatedly press for a solution. We can increase communication between teachers and PAC/BOG. Also, we can increase email culture between parent-teacher-school. We need to ensure there is Spanish translation when there is a school-wide event. Before sending parents to teachers rooms on Report Card Pick-Up, ask if they need a translator and provide an adult translator due to the confidentiality of students? grades

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3

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

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	Math growth and attainment among students at 9th, 10th and 11th grade
Root Cause 1	Lack of vertically aligned curriculum needed to address student deficits
Area of Critical Need 2	Literacy growth and attainment among students at 11th grade level

Root Cause 2	Lack of vertically aligned curriculum needed to address student deficits
Area of Critical Need 3	Social and Emotional support to reduce 4-6 SCC violations
Root Cause 3	Additional resources required at the school and district level

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Cohort Growth Percentile 11th percentile for SY 19 Growth percentile				
SQRP: PSAT10 Annual Growth Percentile-Math 13th percentile in SY 19	Overall		25.00	30.00
	African American Female		20.00	30.00
SQRP: SAT Annual Growth Percentile-Reading 9th percentile in SY 19	African American		15.00	25.00
	Latinx		20.00	25.00
SQRP: SAT Annual Growth Percentile-Math 35th percentile	African American		40.00	45.00
	Latinx		40.00	45.00
Vision: College Enrollment 64% College enrollment in SY 19	Overall		67.00	70.00
	African American		67.00	70.00

Required metrics (Highschool) (0% complete)

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

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If all teachers are more intentional about sharing quality student work (tasks) that reflects a focus on critical thinking and problem solving skills to increase productive struggle (rigor/Cognitve Demand) with relevance to students? lives
Then we see...	an increase in student engagement
which leads to...	overall increase in performance and higher scores on formatives, summatives as well as high stakes assessments
Budget Description	
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
Action steps	• (Not started) Introduce the rigor, relevance & engagement rubrics to evaluate quality instruction Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Develop a common understanding of rigor using Task Analysis guides to evaluate the task Tags:Science: Rigorous Tasks • (Not started) Sharing student work during staff all Staff PDs using the tuning protocol Tags:

Strategy 2

If we do...	Teach Common Core State Standards in the context of authentic investigations
Then we see...	Cultivate a classroom culture that normalizes risk taking and good productive struggle
which leads to...	Increase in Bs or Better/Passing Rate, PSAT, SAT and increase on AP Exams (3 or better)
Budget Description	PD opportunities for teachers
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	(Not started) Teachers collaborate in the development of authentic tasks to promote critical thinking Tags:Curriculum (Not started) Teachers will celebrate student work quarterly during All Staff Professional Developments Tags:Curriculum (Not started) Create student work portfolios and galleries to share with teachers, staff and parents Tags:MTSS: Curriculum & Instruction

Strategy 3

If we do...	Provide authentic and real world formative and summative assessments aligned to P/SAT priority standards
Then we see...	better prepared students as well as more reflective and collaborative teacher teams
which leads to...	Increase P/SAT, College Enrollment, College Persistence.
Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	(Not started) Create a culture that reflects a shared belief in the importance of prioritizing standards aligned to assessments and goal setting using data

	Tags:Assessment: Balanced Assessment and Grading
	• (Not started) Setting goals via 1-1 data meetings with teachers using Academic Approach
	Tags:Balanced Assessment and Grading
	• (Not started) Build a cycle of continuous learning for teachers - plan, assess, analyze, improve
	Tags:Balanced Assessment and Grading

Action Plan

Strategy 1

Introduce the rigor, relevance & engagement rubrics to evaluate quality instruction

Aug 21, 2020 to Jun 15, 2021 - AP, Principal, ILT and

Develop a common understanding of rigor using Task Analysis guides to evaluate the task

Jun 30, 2020 to Jun 30, 2021 - Teachers, AP, Principal, ILT

Sharing student work during staff all Staff PDs using the tuning protocol

Jun 30, 2020 to Jun 30, 2021 - Teachers, AP, Principal, ILT

Strategy 2

Teachers collaborate in the development of authentic tasks to promote critical thinking

Jun 17, 2020 to Jun 17, 2021 - Principal/AP and Dept Chairs/ All Teachers

Teachers will celebrate student work quarterly during All Staff Professional Developments

Jun 17, 2020 to Jun 17, 2021 - Principal/AP and Dept Chairs/ All Teachers

Create student work portfolios and galleries to share with teachers, staff and parents

Jun 17, 2020 to Jun 17, 2021 - Teachers/ Principal and AP

Strategy 3

Create a culture that reflects a shared belief in the importance of prioritizing standards aligned to assessments and goal setting using data

Jun 17, 2020 to Jun 17, 2021 - Principal/AP, Dept Chairs

Setting goals via 1-1 data meetings with teachers using Academic Approach

Oct 26, 2020 to Mar 31, 2021 - Principa/AP; all core & DL teachers

Build a cycle of continuous learning for teachers - plan, assess, analyze, improve

-

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.

SAT data reflects low performance (less than average growth & attainment); low motivation of students; build a stronger culture for learning; focus on equity (grading practices and representation of african Americans in honors & AP courses

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

Use of Academic Approach platform for Mock PSAT testing @ BOY & MOY; 1-1 data meetings to identify gaps in achievement & set goal with teachers; identify priority "power standards" and alignment to formative & summative assessments

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Implementation of learning cycles (targeted instructional area & powerful practice with focus on critical thinking & problem solving; teachers conduct quarterly peer observations; teacher collaboration dept'l meetings;

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).

School wide mentoring program with students & hiring full-time At Risk student coordinator to support SEL; One Goal cohorts at 10th - 12th grade levels; College & Career coach leads the post-secondary leadership team which meets weekly to plan College trips, college & career exploration fairs i.e. trade & vocation school/jobs;

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

Carver uses Taleo to recruit teachers and requires that teacher candidates teach a 20- 30 minute demonstration lesson to students.

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.

Teachers are encouraged to take advantage of PD opportunities offered by the district to include Summits as well as those offered outside of the district. Also, Carver builds the capacity of teachers to lead on-going professional development throughout the school year. ILT meets with principal prior to end of year and during the summer to develop the year long PD plan; Most ILT members and dept'l chairs lead professional development.

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

Parent Advisory Council (PAC) & Board of Govenors (BOG) meetings; celebration of culture events;

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.

ILT & Dept. Chair meets regularly to discuss academic assessments and develops the annual assessment plan

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

Grade level meetings to identify at-risk or off track students using Dashboard data & ASPEN; Before school & After school tutoring is offered for struggling students; SAT practice during regular school hours for all juniors

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.

N/A

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

At the initial PAC and BOG meetings of the 2019-2020 school year, the parent involvement plan will be reviewed and revised as needed. A link will also be
provided for imternet users to view this document on the school website.

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

PAC meetings will be held on a monthly basis and advertised on the school website and outside marquee. A presentation related to the NCLB Title I programs
will be offered at the first report card pick-up event of the 2017-2018 school year. PAC will identify a representative to work with Ms. Foster to ensure the PAC
portion of the website is updated. In progress.....

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

The Principal's State of the School presentation will address the information listed above. PAC Chair and Co-Chair will articulate the highlights and previous
success of our PAC. Some of these successes could include: Family Night, CPR training, Healthy eating and more

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will receive a copy of their child's PSAT/SAT score during 3rd quarter report card pick-up. In addition, this information will be posted on the school's
marquee and on our website (English and Spanish).

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.

Quarterly

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.

MAJ Rouse to make changes! PSAT/SAT, Bi-Literacy seal, Dual Credit, AP classes

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

PAC has purchased technology (3 computers, printer and chromebooks) that can be used by Carver Military Academy parents. PAC Chair is working with
representatives from Olive Harvey to bring ESL classes for our parents. Currently, Carver Military Academy has one of the highest parent portal rates in CPS.
PSAT/SAT resources will be shared on our website. In addition, the Administrator attending the monthly PAC meeting will provide PSAT/SAT resources to all
parents in attendance.

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.

A member of the PAC will attend at minimum 1 All Staff Professional development in an effort to communicate the contributions and programs developed by
our PAC.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

n/a

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

Completed

Policy Implementation Activities

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

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

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

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

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

Completed

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.)

Mission:
Carver Military Academy will provide cadets with nurturing and support to ensure that all participate positively in the learning process. We will provide a
challenging educational program and a safe environment that will enable our cadets to fulfill their learning

potentials and personal goals. We will ensure that
courses and programs needed for entry to institutions of higher learning throughout the United States and the world are available for all students.
Vision:
To be the top rated military academy in the country, by synergizing the core values of the military model with academic expectations and opportunities that
ensure the success of each cadet as college graduates.

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.

Formal parent teacher conferences will be held twice per year for students in grades 10, 11, and 12, and three times per year (following quarters 1, 2 & 3) for
9th grade students. Teachers will be available for a block of 5 hours at these events to individually meet with parents to discuss student progress, strengths,
and areas for improvement.

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

Along with the formal conference events described above, teachers will be encouraged to pro-actively report to parents via phone or email regarding
students progress. The Gradebook portal available to all parents provides real-time progress reporting for parents to access 24/7

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

Staff will be provided with an email account and phone message system to ensure availability to parents. Each teacher will be allotted one preparation period
(52 mintes) per day which may be used for parent conferencing.

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

Parents will be encouraged to participate in school field trips and volunteer at school wide events including but not limited to homecoming, drill competitions,
Junior/Senior picnics, etc. Parents are invited to attend/observe classroom activities with prior notification of the classroom teacher and administration

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

A PAC sponsored workshop will be offered which will focus on the parents role in the educational experience of their children at the secondary level.

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

All parents will be invited to attend monthly PAC meetings. Teachers and administrative team mebers will welcome calls, and facilitate meetings related to
parental

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).

At Carver Military Academy, the military model serves as a student framework which supports responsibility and achievement. Additionally, student incentive
programs will be supported to encourage both student accountability and academic success.

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.

Our goal is to increase the parental involvement during report card pick-up from 75% to 80%. In addition, host a Carver Family Night to engage more of our
parents and stakeholders.

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

Account(s)

Description

Allocation

Account	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.	$500.00
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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$700.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$500.00
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.	$90.00
53306	**Software** Must be educational and for parent use only.	$300.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$1000.00