

Christian Fenger Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
12/11/2019	CIWP Team	Review of SQRP Data and Self-Assessment

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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)
 - 2 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
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 1 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 2 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
- 1 Curriculum connects to real world, authentic application of learning
- 1 Curriculum is aligned to expectations of the standards
- 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **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
 - 2 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
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 1 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
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 Utilize assessments that measure the development of academic language for English learners
 - 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 1 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)

- 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 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)
 - 2 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 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)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

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

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	Students lack conflict resolution skills
Root Cause 1	Because they always engage in aggressive behavior, Because they don't have the skills to effectively communicate, The school didn't

	have supports in place to address the behavior.
Area of Critical Need 2	Students reading below grade level
Root Cause 2	They lack the foundational skills, they were not given the opportunities to catch up, teachers focus on the middle, because they don't know how to differentiate the skills during one lesson.
Area of Critical Need 3	Using multiple sources of data
Root Cause 3	To determine alignment of data sources, to identify strengths and weaknesses around student work, to drive instructional decisions on TIA.

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: College Readiness SAT I chose this metric because this allows us to track and monitor growth over time from freshman year to junior year.	African American Female		5.00	10.00
	African American Male		5.00	10.00
SQRP: SAT Annual Growth Percentile-Reading I chose this because we begin the reading framework at 9th grade and we are able to track and monitor growth over time from 9th to 11th grade.	African American Female		5.00	10.00
	African American Male		5.00	10.00
Vision: 4 Year Graduation Rate I chose this metric because we are putting intentional supports in place to deal with the barriers they have with discipline and ultimately academics.	Students with IEPs		60.00	65.00
	African American Male		31.20	33.20
(Blank)				
(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
SEL (Blank)					

Strategies

Strategy 1

If we do...	Use multiple measures of assessments (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...
Then we see...	Students academic progress, learning being measured, and data being produced to inform planning for instruction, academic supports and resource allocation. In addition there will be a more focused method on how teachers plan and adjust instruction for the SPED population.
which leads to...	Multiple measures of assessing, using whole group and individual students data points, In addition drilling down to specific standards and tiering students based on strengths and weaknesses . A balanced assessment system will also increase assessment composite scores, if infused effectively at Fenger, there will be a 90 point increase in 11th grade SAT Composite scores from 728 (fall SY20 PSAT 10) to 818 SAT (fall SY21 SAT) as measured by Princeton SAT Tutoring Guide.
Budget Description	We have purchased the Cambridge SAT guides that provide tiered guided lessons to increase student knowledge of skills found in CCSS and assessed on the SAT. Creating a structured class to help targeted students improve their knowledge and skill base will ultimately result in an increase in scores. Our goal is to find as many possible ways to interact and provide data points that will drive instructional decisions, while ultimately helping our students find as many access points to various academic strategies we know they struggle with daily. This class will also help teachers to plan for more structured lessons as a result of continuous improvement through a more structured class schedule of academic resources. Use of IRLA curriculum will add addition support to increase student achievement as it is also another measure of data to access. Funds will need to be available

	for continued professional development from ARC, professional development from Cambridge, and funds for teacher planning after school for PD and planning. (Funds-Empowerment Grant)
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) *We will build three tiered SAT classes into our schedule based on the students instructional level. *Teachers will use the Cambridge SAT guides everyday and report out during our bi-weekly department meeting. *The data points shared at each meeting will be what we use to plan for the upcoming two week lessons. Tags:Assessment: Balanced Assessment and Grading (Not started) District and State assessments 2020-2022 Practice PSAT/SAT-Oct/April (Administered Two times a year) BOY-Oct EOY-June ISBE Science-Mach SAT/PSAT-April Tags:Assessment: Balanced Assessment and Grading (Not started) Benchmark/Interim 2020-2022 Q1 Benchmark-Nov Q2 Benchmark-FEB Q3 Benchmark-April Tags:Assessment: Balanced Assessment and Grading (Not started) Classroom Summative /Unit Assessments (every 5 weeks) On-going Classroom Formative Assessment (4 administered every week Exit tickets) On-going Tags:

Strategy 2

If we do...	Teachers will use high level questioning and discussion techniques based off of Depth of Knowledge chart (Levels 3 & 4)
Then we see...	Teachers developing questions based on a scale of cognitive demand(thinking)that aligns standards with assessment with a primary focus on task complexity of content standards in order to successfully complete an assessment or task and to increase students depth of understanding.
which leads to...	During the 5th week of SY 2020 teachers will survey formative assessments per their grade level teams using the DOK rubric/questioning stems and score the level of questioning at DOK level 2 and 3 to get baseline data for BOY. At the 15th week of SY 20 - 21 teachers will again survey DOK formative assessment questions and will increase the level of DOK questions by 25% from the BOY survey.Teachers will again complete a DOK survey during SY20, where EOY and will increase the questioning level by 45% in creating formative assessments that use level 3 and 4 DOK questions and question stems.

Budget Description	Funds to pay team members to develop and implement rubrics and surveys. Funds for after school planning time for professional development of DOK strategies and supports. (Funds- SCS Grant)
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) *Bi-weekly question monitoring by the ILT, and department leads. *ILT will review teacher exit tickets and additional planned formative assessments to provide feedback to teachers based on the DOK rubric and leveled question stems. *Internal walkthroughs will be conducted by teacher teams using the DOK rubric and provide immediate feedback to teachers *Students will take three surveys during BOY, MOY, and EOY and teachers will use this data to inform teaching practices daily. <p>Tags:</p>

Strategy 3

If we do...	Commit to being a school environment based upon relationship-building combined with the utilization of social emotional learning (SEL) principles that teach our students and staff effective and respectful communication techniques, resource utilization, sound decision-making, and exercising self-control at all times.
Then we see...	A progressive discipline model designed to give students chances to make mistakes, within reason. Where the discipline team will implement a systematic approach using a reflection model versus a punitive model to deal with all student behaviors (as defined by the CPS Student Code of Conduct Handbook).
which leads to...	Student accountability and responsibility for said behaviors and infractions. The practice of more RJ strategies and ultimately and a culture full of respect for all and continuous learning. At BOY our level 3 infractions were 50 % of all infractions, as a result of our new our disciplinary model, level 3 infractions will decrease 20% at EOY June 2021 as measured by CPS aspen tracker.
Budget Description	Computers, supplies, desks, and chairs will be needed to the supply the new Student personal development center, funds for celebrations/incentives and field trips will be need to be allocated. (Funds - SCS Grant)
Tags	OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> (Not started) *Dismantle ISS *Development and implement SPDC (Student Personal Development Center) *Develop and Implement a Reward System for students who do not repeat behaviors infractions *Create a Culture & Climate Team *Meet with the BHT bi-weekly to support students who need SEL supports throughout the day and additional needs that must be met by social worker, counselor, etc. *Continue to work with RJ Coach to build a strong RJ culture in the building for teachers and students <p>Tags:</p>

Action Plan

Strategy 1

*We will build three tiered SAT classes into our schedule based on the students instructional level.
*Teachers will use the Cambridge SAT guides everyday and report out during our bi-weekly department meeting. *The data points shared at each meeting will be what we use to plan for the upcoming two week lessons.

Sep 14, 2020 to Apr 01, 2021 - Admin Counselor SAT teachers

District and State assessments 2020-2022 Practice PSAT/SAT- Oct/April (Administered Two times a year) BOY-Oct EOY-June ISBE Science-Mach SAT/PSAT-April

Sep 14, 2020 to Jun 06, 2022 - Core Teachers

Benchmark/Interim 2020-2022 Q1 Benchmark-Nov Q2 Benchmark-FEB Q3 Benchmark-April

Sep 14, 2020 to Jun 06, 2022 - Core Teachers

Classroom Summative /Unit Assessments (every 5 weeks) On-going Classroom Formative Assessment (4 administered every week Exit tickets) On-going

Sep 14, 2020 to Jun 06, 2022 - Core Teachers

Strategy 2

*Bi-weekly question monitoring by the ILT, and department leads. *ILT will review teacher exit tickets and additional planned formative assessments to provide feedback to teachers based on the DOK rubric and leveled question stems. *Internal walkthroughs will be conducted by teacher teams using the DOK rubric and provide immediate feedback to teachers *Students will take three surveys during BOY, MOY, and EOY and teachers will use this data to inform teaching practices daily.

May 04, 2020 to Jun 06, 2022 - Admin All Teachers Students

Strategy 3

*Dismantle ISS *Development and implement SPDC (Student Personal Development Center)
*Develop and Implement a Reward System for students who do not repeat behaviors infractions
*Create a Culture & Climate Team *Meet with the BHT bi-weekly to support students who need SEL supports throughout the day and additional needs that must be met by social worker, counselor, etc. *Continue to work with RJ Coach to build a strong RJ culture in the building for teachers and students

Jan 06, 2020 to Jun 06, 2022 - Admin Social Worker BHT Team Deans Counselor

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.

Students will have 5 week unit assessments, quarterly interim assessments, and (2) practice PSAT assessments to gauge academic levels, make and plan instructional decisions based on data, as well as monitor student progress. The assessment are aligned to common core standards and provide teachers with meaningful data to help increase student achievement.

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

We have a school wide literacy program in place to helps students become proficient readers. We use American Reading Company curriculum and their IRLA assessment to identify areas of deficiency. We tier instruction based off IRLA data to provide students with a more targeted approach for learning. We also use leveled text in conjunction with grade level text to increase skill building and confidence. In addition, we have a lunch bunch reading program that allows students time during lunch to read leveled, work on their power goals, and ultimately increase academically.

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.

Our literacy program allow students the opportunity to address their deficiencies head on. Using the IRLA assessment teachers are able to capture student's reading level along with the areas that are needed to increase their readability. All students are assessed using IRLA and provided a power goal to work on based on the information from the assessment. Every 14 days teachers meet with those students to review their power goals and the status of their growth. Based on students levels, teachers use the American Reading Company curriculum to provide actionable action items that meet the individual need of each student. In addition, we use tiered instruction and provide accessible material for students to use that promotes academic achievement.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

In addition to using American Reading Company as a school wide reform because our students come to us very low academically, we also have a lunch bunch where students can go during lunch time to work through their power goals and get assessed for reading growth. We provide after school tutoring for reading and math, and counseling supports through our school social worker.

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

In order to attract high-quality teachers, we started with putting together a strong hiring committee. This committee encompasses, the principal, two teachers, (specified subject are teacher), a counselor, and dean. We then begin to look for candidates during April and May to try to identify the best possible candidates in the candidate pool early on. In addition, We use look for teachers who fit our core competency's to ensure they are a good fit for our building academically and socially.

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 provided with a professional development calendar at the end of the calendar year that is created based on the instructional needs of the school and led by the Instructional Leadership Team. Teachers also attend content specific professional development to acquire new learning and enhance their knowledge base. The teachers are required to bring back information to teachers as well as use the said information during their classes. The Instructional Leadership Team monitors the usage of school wide professional supports to ensure we are utilizing the most appropriate instructional practice to increase student outcomes.

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

We have a parent resource coordinator who reaches out to all parents via, phone, email, and text blast. We have a monthly parent Chat & Chew where parents are asked to come join us to discuss attendance, truancy, academic drivers, and how they can help add to our school community. We host parent themed nights, such as resume writing, financial literacy, job fairs, line dancing, block parties, cooking classes, poetry nights, and paint & chips to name a few. We also leverage our community partners to help access our parents to increase parental involvement.

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.

Not Applicable

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.

Teachers are included in the CIWP which is the driving force of the school wide initiatives. During this planning process teachers review and complete a self assessment that identifies the areas of concern for the school. This provides teachers with alens to determine what our school should focus on to increase

academic achievement. Through his process teachers have identified the use of balanced assessments and grading as a measure we should attack. The teachers will use 5 week unit assessments, quarterly interim assessments, and (2) practice psat assessments to gauge student leaning and plan targeted instructional practices to increase student achievement.

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.

Teachers are responsible for using assessment data to track student outcomes and plan weekly lessons with a targeted focus on student work. Teachers will use Exit Tickets daily to capture students understating of the daily skills to ensure they are making the necessary adjustments to instruction that meets the need of each individual child. Students are also offered lunch bunch and tutoring sessions for reading and math after school.

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.

Through our community partners (metropolitan family services), we host drug programs throughout the week for selected students. Gidian Chicago provides our at risk juvenile students the opportunity to reflect and make better decisions, through groups with selected students during lunch and after school. Our behavior health team reaches out to all community partners to find various resources for our referred students with housing, drug addiction, family therapy, and an array of other things depending on the need of the child. Youth Guidance provides a after school swimming program and adult basketball for seniors through the week. During the summer we host after school matters and various other job opportunities for students through community outreach programs.

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 plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The school will assist parents in understanding topics such as the State's academic content and achievement standards, yearly progress, and effective monitoring of their child's academic work and achievement. The school will provide opportunities for parents of children served to participate in the planning process and that of serving on planning committees and providing input by various means. The school will review results of parent feedback, program evaluations, and achievement data for annual school review and modify the parent Involvement Policy.

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 hold a number of additional parental and family engagement meetings, including school PAC meetings, at different times and dates to inform members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting.

Fenger Academy will hold the Title I Annual Meeting and the Title I PAC Organizational Meeting on October 15, 2020 for participating students and local the community, meeting dates of all PAC meetings, Title One meetings, general parent meetings in a way that gives parents options that will encourage them to attend the meeting on a regular basis. All meeting dates will be distributed in school news letters, and posted on the school web-site. Parents will also be notified of meetings via the email system. To encourage parents to attend these meetings, the school will offer training to parents to improve student success. The school will make home visits or arrange to meet parents at different locations.

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

The school will engage parents and community to improve the student academic achievement by providing information on academic assessments for the year, previous performance metrics scores of the school, proficiency levels and scores on assessments. Parents will have opportunities to discuss this information during general meetings, parent teacher meetings, teacher level meetings.

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

The school will provide all parents a detailed report of all administered academic assessments in core areas during Parent/Teacher mailings, Parent/teacher conferences, and teacher/student conferences.

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

Schools will notify parents of teachers that are not highly qualified based on information that is received from the district. The school will mail this information to all parents as it is received from the district. Parents will be given options based on the information granted after receiving this information.

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

Fenger will hold a series of parent related workshops that addresses each component that is described above. The PAC will be disseminating this information through the parent workshops that they are mandated to conduct.

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

The school will hold a series of parent-related workshops that address each component that is described above. The school will disseminate this information through the parent workshops that they are mandated to conduct.

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 and family members. Please describe how this will be accomplished.

The school will encourage all staff members to attend parental involvement workshops and conferences with a focus on parents and students. The school will also encourage staff members to keep on-going communication practices to ensure a mutual understanding of all students' academic process including the practice of parent/staff development opportunities.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with existing school programs, such as Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, to further encourage and support parents and families in more fully participating in their children's education. This information will be accomplished.

Not Applicable

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

When information concerning meetings, school-related activities, parent programs, and all other related information is disseminated, the school will ensure that all parents are accommodated with materials that are conducive to all parents' understanding of the information in another language or in another format, the school will take steps to ensure that the parent request is met.

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)

Currently Fenger High School does not have a functioning LSC

School-Parent Compact (Complete)

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

The Fenger School Mission:
Our Mission is to ensure Fenger students achieve mastery of skill necessary for success, be empowered to compete in the global economy, and gain knowledge through an inquiry-based curriculum.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held at the school.

Fenger will hold two scheduled school-wide parent conferences that will occur during the first the grading marking period of the third quarter. Fenger will also schedule grade level parent conferences during each scheduled for the second quarter, freshman scheduled for the first quarter, Sophomores scheduled for the third quarter, and Senior parent meetings will occur during FAFSA season, College applications season, Prom, and Graduation.

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

During the school year, parents will receive student progress reports at the 5th, 15th, 25th, and 35th weeks of school via email in time class grades in parent portal via their home computer. In school year 20-21, parents will receive teacher grade book and Impact. Teachers will be able to send reports through email and parent portal.

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

The school will ensure that parents have a direct link to all teachers concerning the education process of their child. Report card pick-up days and during all school functions before, or after school. In addition, parents are encouraged to discuss the strengths and weaknesses of their child's academic skills through parent portal and teachers CPS email address. Parent appointments during school hours with teachers if approved by the teacher.

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

Parents will be encouraged to participate in the following: open house, all school activities, extracurricular activities, parent groups, and parent volunteer groups, upon being cleared through CPS Volunteer Process.

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

The school will ensure that parents are made aware of proven ways that will assist student learning such as: Monitoring homework is completed, volunteering in child's class, participating in the decision process of their child's education, serving as a role model, promoting positive use of child's extracurricular time, and staying informed about all school activities that occur.

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

Parents have many opportunities to make decisions concerning their child's education. The school encourages parents to work with all teachers and to be active at all report card pick-up days. Parents are encouraged to ask questions concerning suggestions from teachers as to what their child needs to do to improve. Teachers are encouraged to create a monitoring system if students are showing a weakness.

The students will share the responsibility for improved student academic achievement. Describe how the students will share the responsibility (i.e. attendance, positive attitude, class preparation).

Fenger?High?School?students?will?take?the?responsibility?for?their?learning?by?coming?to?school?and?going?to?all?classes?teachers?and?peers.?Fenger?students?will?dress?appropriately?and?behave?responsibly?by?respecting?the?personal?rights?and?property?of?the?need?supports?can?ask?any?staff?member?at?anytime?for?supports?with?any?matter.?Students?will?know?that?they?will?on?track?for?graduation?by?all?teachers?during?the?school?year.

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.

The?big?goal?is?to?have?a?Parent?University?that?functions.

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.	\$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.	\$200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00
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)	\$300.00
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.	\$0.00

54565	<p>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.</p>	\$200.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$100.00
53306	<p>Software Must be educational and for parent use only.</p>	\$100.00
55005	<p>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.</p>	\$0.00