

John M Harlan Community Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
vernon driskell	ILT lead/social science teacher	vrdriskell@cps.edu	Has access
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tatiana crawford	student voice committee member		No Access
jakee elliot	student voice committee member		No Access
brida collins	LSC chairperson	bridacollins1@yahoo.com	No Access
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kenneth chica	diverse learner teacher	kpchica@cps.edu	No Access
haynes bea	harlan rising program coordinator	bhaynes@caresmentoring.org	No Access

Team Meetings

Date	Participants	Topic
01/23/2020	ALL staff	Complete CIWP SEF Survey/Solicit Membership
01/28/2020	ILT and Administration	Team Selection/

Framework

Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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:**
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 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:** Personalized Learning Blueprint, PL Champion and Pilot Team monthly meeting notes relative to classroom design modules. Interview Committee Process and Notes

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

- 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 2 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 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:** CPS Curriculum Initiative training, PL blueprint, Onsite/Offsite Professional Development focused on Differentiation and Trauma Informed pedagogy
- 2 - Instruction
 - 2 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
 - 2 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
 - 1 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
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 1 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:**
- 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)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 1 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)
 - 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 4 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)
- 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 2 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 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:** Staff On site SEL coach to train and build capacity in teachers and staff to integrate conflict resolution and restorative practices as a school wide strategy for improvement
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process

- 4 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 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:**
- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 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:** 5 essential survey results, school climate meeting notes, supportive schools application
- 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)
 - 2 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 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
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
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	Quality and Character of School Life: Family & Community Engagement	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	Instruction that embeds cultural relevance and SEL standards.
Root Cause 1	Teachers are not planning across curricula to implement self-awareness and self-management skills, as well as cross curricular learning activities that give students relevant learning opportunities that bridge different disciplines.
Area of Critical Need 2	Instruction (MTSS) that is differentiated and tiered for struggling and gifted students.
Root Cause 2	Teachers that have received personalized learning development have not fully implemented tools and strategies in a cohesive manner, which would ultimately promote the differentiation of instruction. Teachers require intentional and extensive modeling and further training that addresses building out tiered learning opportunities for the students that they provide services to at Harlan
Area of Critical Need 3	Tiered social emotional supports for students experiencing trauma
Root Cause 3	Schedule for teachers, support staff and related service does not allow all stakeholders to collaborate and plan for tiered support systems

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	Overall		10.00	18.00
I chose this metric because ALL students work toward this goal upon entering high school and there are several metrics (PSAT 8/9 that align this growth percentile, Khan Academy usage and practice)				
Vision: Attendance Rate	Overall		87.00	90.00
ALL students impact this metric				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well organized in Relational Trust and Safety				5.00	5.00

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...	ALL teachers develop a classroom culture that encourages students to practice self-awareness and self- management (integration of SEL learning targets with Core Content)
Then we see...	ALL students and teachers collaboratively creating positively framed norms for classroom behavior and interaction (classroom rules, rituals, policy and procedure)
which leads to...	a 5% decrease in discipline/behavior referrals to dean/administration
Budget Description	Substitute Teachers to cover for teachers to attend PD during school day
Tags	MTSS: Fidelity of Implementation, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will be scheduled for tiered professional sessions with Personalized Learning and Social-Emotional Learning Coaches <p>Tags: Personalized Learning: Learner Focused, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Staff will participate in differentiated bi-weekly professional development workshops according to their rating in the quarterly observation administrative drop in heat map, as well as ILT internal walkthroughs.

	<p>Tags:CBE: SEL Integration, Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> (Not started) Staff and leadership teams will evaluate the effectiveness of the Professional Development provided, as well as the application and implementation of the strategies and practices that were provided in the professional development. <p>Tags:CBE: SEL Integration, OSEL: SEL Instruction, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> (Not started) Grade level teams will hold teacher led professional development once per month to problem solve, reflect, and refine implementation and integration of SEL skills within their classrooms. <p>Tags:CBE: SEL Integration, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> (Not started) ILT and administrative team will conduct bi-monthly pop ins and internal walkthroughs to monitor the implementation and integration of SEL skills within the instruction and curriculum of teachers classrooms. <p>Tags:CBE: SEL Integration, Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 2

If we do...	provide quarterly cycles of professional learning for ALL teachers on tailored instruction to student learning levels (differentiation)
Then we see...	teachers in ALL classrooms implementing tailored instruction to meet the learner's needs by adjusting the level of rigor and/or increasing the level of support
which leads to...	18% of students meeting the growth percentile norm of PSAT/SAT assessment.
Budget Description	cycles of off-site professional development for teacher lead/personalized learning champions
Tags	MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) ILT will conduct mid quarter and end of the quarter learning walk cycles to observe classroom instruction, collect evidence for alignment of instruction to critical attributes listed in components and indicators of Tailored Learning of the CPS PL Framework for teaching, and instruction supporting the alignment of tailored learning to academic learning experiences at differentiated learners. <p>Tags:Personalized Learning: Tailored Learning/Differentiation</p>

	<ul style="list-style-type: none"> (Not started) Develop a master schedule of professional development sessions intended to further the capacity of teachers to implement tailored learning into ALL grade levels throughout the building, incorporate strategies into teacher professional practices, utilize tailored learning indicators in classroom activities, and create differentiated learning experiences for ALL students to develop the knowledge, skills, and tools to show mastery of the standards that the students learning experiences are aligned to. <p>Tags:MTSS: Curriculum & Instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Grade Level Teams will align tailored learning strategies to promote students mastering course state standards and PSAT/SAT standards through collaboration and cross curriculum planning/learning experiences. This work will occur during bi-weekly grade level meetings where each team will create goals, implement strategies aligned to those goals, and reflect on the success of meeting the goals. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Develop a remote learning platform that will allow students and teachers to access curriculum offsite with optimal efficacy <p>Tags:Assessment: Curriculum Equity Initiative, Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 3

If we do...	provide ALL staff with a menu of effective tiered interventions that are sensitive the the needs of traumatized students
Then we see...	classroom and learning environments (school wide) where everyone feels safe and supported
which leads to...	10% decrease in OSS suspensions assigned to students for
Budget Description	ESP staff to work closely with Dean and Case Manager to monitor sensory stations in classrooms daily, Extended Day buckets for after school training for ALL staff trainings on trauma sensitive engagement strategies /responses
Tags	Physical and Emotional Safety, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Learner Agency
Action steps	<ul style="list-style-type: none"> (Not started) Reorganize guidance and counseling team to include trauma informed response team

	<p>Tags:Physical and Emotional Safety, FACE2: Community Partnerships, Talent</p> <ul style="list-style-type: none"> (Not started) Reorganize guidance and counseling team to include trauma informed response team <p>Tags:Physical and Emotional Safety, FACE2: Community Partnerships, Talent</p>
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Action Plan

Strategy 1

Teachers will be scheduled for tiered professional sessions with Personalized Learning and Social-Emotional Learning Coaches

Aug 01, 2020 to Oct 31, 2020 - Teams: ILT, Grade level leads, Principal, Assistant Principal

Staff will participate in differentiated bi-weekly professional development workshops according to their rating in the quarterly observation administrative drop in heat map, as well as ILT internal walkthroughs.

Oct 05, 2020 to Dec 04, 2020 - Teams: ILT, Grade level leads, Principal, Assistant Principal

Staff and leadership teams will evaluate the effectiveness of the Professional Development provided, as well as the application and implementation of the strategies and practices that were provided in the professional development.

Dec 14, 2020 to Jan 08, 2021 - Teams: ILT, Grade level leads, Principal, Assistant Principal

Grade level teams will hold teacher led professional development once per month to problem solve, reflect, and refine implementation and integration of SEL skills within their classrooms.

Jan 11, 2021 to May 28, 2021 - Grade Level Lead/Teams

ILT and administrative team will conduct bi-monthly pop ins and internal walkthroughs to monitor the implementation and integration of SEL skills within the instruction and curriculum of teachers classrooms.

Nov 02, 2020 to May 28, 2021 - Administrative Team/ILT

Strategy 2

ILT will conduct mid quarter and end of the quarter learning walk cycles to observe classroom instruction, collect evidence for alignment of instruction to critical attributes listed in components and indicators of Tailored Learning of the CPS PL Framework for teaching, and instruction supporting the alignment of tailored learning to academic learning experiences at differentiated learners.

Oct 05, 2020 to Jun 11, 2021 - ILT

Develop a master schedule of professional development sessions intended to further the capacity of teachers to implement tailored learning into ALL grade levels throughout the building, incorporate strategies into teacher professional practices, utilize tailored learning indicators in classroom activities, and create differentiated learning experiences for ALL students to develop the knowledge, skills, and tools to show mastery of the standards that the students learning experiences are aligned to.

Aug 16, 2020 to May 28, 2021 - Administration

Grade Level Teams will align tailored learning strategies to promote students mastering course state standards and PSAT/SAT standards through collaboration and cross curriculum planning/learning experiences. This work will occur during bi-weekly grade level meetings where each team will create goals, implement strategies aligned to those goals, and reflect on the success of meeting the goals.

Aug 16, 2020 to May 28, 2021 - Teachers

Develop a remote learning platform that will allow students and teachers to access curriculum offsite with optimal efficacy

May 31, 2020 to Jul 31, 2020 - TechCo, Admin, ILT,

Strategy 3

Reorganize guidance and counseling team to include trauma informed response team

May 25, 2020 to Jul 31, 2020 - Admin

Reorganize guidance and counseling team to include trauma informed response team

May 25, 2020 to Jul 31, 2020 - Admin

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.

This will take place at the BOY

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

ILT and PAC will collaborate to ensure strategic strategies are implemented

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.

See goals in PL blueprint for Personalized Learning

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).

See goals in PL Blueprint for Personalized Learning

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

Hiring Committee that includes staff, students and admin review resumes, require candidates to engage in a three tier interview model: 1st tier begins with a short interview with admin team and teacher from content area, 2nd tier is a 30 model lesson with students, 3rd tier is a 30 minute interview with 5 staff members representing SEL, Security, Teachers. Hiring Committee begins staffing process in April and convenes as needed throughout the school year if vacancy arises

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.

PL monthly PD sessions, Monthly High School Summits are administered by CPS for teachers, ODLSS provides monthly PD for Case Managers who then provide on site PD for ODLSS staff, PAC provides monthly workshops for parents tailored to the request submitted each month, Metropolitan Family Services provides PD for parents monthly that is aligned to the 21st century grant

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

Monthly PAC/LSC meetings are scheduled based on parent survey results to identify the best time and day, workshops that are tailored to parent and student needs as it relates to improving academic achievement

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.

Assessment survey is conducted each year that is aligned to the guidelines included in the collective bargaining agreement

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.

The following procedure is implemented :Interim assessments and grade level local assessment are administered in ten week intervals. ALL classroom teachers are required to identify MTSS strategies for each student and when a student is not responsive to tiered interventions in the classroom, a referral must be made to the admin and SEL team for review before a decision is made about the next intervention

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.

PAC will collaborate with LSC, ILT and staff to ensure coordination effort are provided

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

This will take place during the PAC and Title One organizational meeting and the State of the School Address. These meetings take place on or before October 15. PAC meetings will then continue to be held monthly preferably on the same scheduled date as the LSC meetings to ensure minimal oversight or redundancy

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

October 1, 2020

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 school will provide a suggestion box in the main office and a suggestion link on the school's website for ALL members of the school community to provide an opportunity for parents and family members to communicate their ideas/suggestions to admin, PAC and LSC for consideration of implementation

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.

Reports will be available for parents via delivery by their students and by mail

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.

Once a student has been identified as not "highly qualified" parents will be given a letter explaining in detail the rationale for that designation and then a meeting will be held to review options on how the school will proceed with staffing of that classroom.

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.

This will be outlined in the BOY Title 1 Informational year. All information from the meeting will then be made available for parents and members of the school community on the school's website under the Parent Information TAB

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.

Posting of minutes from LSC, PAC and all other meetings on the school website, posting meeting notices for PAC and LSC meetings on the website, marquis, bulletin boards and robocalls to the homes of the parents that have completed the FCC waiver

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.

This will be an agenda item on ALL meetings with staff

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.

This will be an item (where applicable for high school) on the PAC, School Climate Team and LSC agendas,

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.

All stakeholders will collaborate on a pre determined schedule to ensure that a school wide calendar is available to the entire school community in multiple formats (i.e. website, marquis, newsletter, etc...)

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Harlan Community Academy will provide a transformational learning experience for all students that is aligned to content and specific national, state and local learning standards.

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.

Report Card pick ups quarterly and parents are also able to schedule conferences upon need as long as 48 hour notice is given. The schedule dates are included on the CPS calendar.

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

Progress reports will be distributed every five weeks and BAG reports will be distributed every 3 weeks to allow parents and students to respond from a report that indicates

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

Staff members are always available for consultation per appointment. Once a request for an appointment is made, staff must respond within 48hours with a scheduled time for consultations

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.

This will be made available in the school wide calendar of scheduled events and also in individual teacher syllabus.

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

Parents are required to partner with teachers and must sign each teacher syllabus that includes a partnership agreement to include frequent monitoring of the aforementioned.

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

Parents are always welcome to consult with school on all matters relating to the education of their children. Parents are encouraged to become actively involved in the PAC and LSC and other school wide organizations that engage parent participation

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

Students are required to be in good standing to participate in ALL extracurricular and students that make outstanding progress are rewarded with quarterly recognition.

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 team will create goals, timelines and identification of topics designed to assist parents and the entire school community in achieving our growth targets for academic achievement at our Title 1 and Organizational meeting in October 2020

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.	\$250.00
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.	\$250.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$250.00
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.	\$250.00

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>	\$100.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$50.00
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>	\$250.00