

Neal F Simeon Career Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/22/2020	ADmin/ILT	SEF
01/29/2020	ADmin/ILT	SEF
02/05/2020	ADmin/ILT	SEF
02/12/2020	ADmin/ILT	GOALS
02/19/2020	ADmin/ILT	GOALS
02/26/2020	ADmin/ILT	GOALS/Strategies
03/04/2020	ADmin/ILT	GOALS/Strategies
01/21/2020	Department mtgs	SEF
01/20/2020	Department mtgs	SEF
02/03/2020	Department mtgs	SEF
02/10/2020	Department mtgs	SEF
03/18/2020	Admin	Strategies
03/19/2020	Admin	updates
05/08/2020	Admin	updates
04/23/2020	Admin/LSC	updates
04/28/2020	Admin/LSC	updates

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 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
 - 2 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
 - 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:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- 3 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 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:**
- 3 - 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 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
 - 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

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 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)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 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
 - 2 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)
 - 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
 - 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: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	2
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	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

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	Increase College Enrollment
Root Cause 1	<ol style="list-style-type: none"> 1. Varying pathway experiences (some pathways prepared students for college and some did not) 2. Lack of parental training around planning and financial aid 3. Students not applying to FIT schools ' 4. Irregularly scheduled BOY and EOY panel discussions with students and parents 5. Inconsistent scheduled guided lessons presented by grade level counselors 6. Lack of a comprehensive data tracker that details all students selectivity, academic profiles, [Naviance]

	7. Inconsistent Town Halls with all grade level with an emphasis on LPS • Students attending targeted college tours and job programs; additional meeting with Alumni members who attended different colleges
Area of Critical Need 2	Increase SAT Annual Growth Percentile-Reading
Root Cause 2	<ol style="list-style-type: none"> 1. Inconsistent use of data to inform assessment cycles 2. Ineffective MTSS strategies that: <ol style="list-style-type: none"> A. Address student growth B. Monitors students' academic progress C. Varies based on differentiated levels of need 3. Lack of enrichment opportunities 4. Core Instruction that wasn't aligned to Common Core and/or SAT standards 5. Inconsistent usage of culturally relevant and grade level appropriate text that: requires cognitive demand and equitable access to content
Area of Critical Need 3	Increase SAT Annual Growth Percentile- Math
Root Cause 3	<ol style="list-style-type: none"> 1. Inconsistent use of data to inform assessment cycles 2. Ineffective MTSS strategies that: <ol style="list-style-type: none"> A. Address student growth B. Monitors students' academic progress C. Varies based on differentiated levels of need 3. Lack of enrichment opportunities 4. Core Instruction that wasn't aligned to Common Core and/or SAT standards 5. Lack of opportunity to engage in math talks and test prep

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 Enrollment indicated on SQRP	African American		65.00	67.00
	African American Male		60.00	61.00
	African American		50.00	57.00

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 Annual Growth Percentile-Reading indicated on SQRP				
SQRP: SAT Annual Growth Percentile-Math indicated on SQRP	African American		60.00	65.00
	African American Male			
Vision: Attendance Rate indicated on SQRP	African American		87.00	89.00
	African American Male		86.00	87.00
SQRP: College Persistence Rate indicated on SQRP	African American		66.00	67.00
	African American Male		60.00	61.00

Required metrics (Highschool) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey My school, My school 5 essential was organized					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we select culturally relevant and grade level appropriate text that: requires cognitive demand and equitable access to content,
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Then we see...	<p>Teachers: ? Intentionally plan with grade level text that is aligned to standards ? Work collaboratively to bridge the gap between the text and the task ? Develop appropriate grade level instructional task which addresses varied levels of students? cognitive abilities, including diverse learners ? Clearly focuses on providing opportunities to build students? identity by containing various levels of meaning, ? Considers multiple perspectives and may challenge beliefs systems for students and adults. ? Multi-culture Course selections/readings that are aligned to cultural identity and the community ? Encourages students to engage in productive struggle, ? Use of more secondary materials to support instructional outcomes ? Facilitating student-led discussions rooted in academic language</p> <p>Students: ? Engage in reading material and actively completing instructional task ? Students engaged in rigorous instructional text ? Assuming responsibility for high quality work ? Student-to-student and student-to-teacher discourse to demonstrate understanding ? Grouped appropriately based upon existing data</p>
which leads to...	<p>Teachers: ? scoring proficient and distinguished on DOMAIN 1 on REACH observations ? scoring proficient and distinguished on DOMAIN 3 on REACH observations</p> <p>Students: ? By the end of SY22, an average of 950 on SAT scores; 20% of all students scoring at proficiency level on PSAT/SAT exam ? By the end of SY22, 75% or more students scoring 3 or higher on AP exams and or earning a C or higher on Dual credit/enrollment courses ? Students being able to explain, show evidence and self monitor their progress during daily instruction ? Positive student outcomes on reading material and selection ? Increase in mastery of CCSS/SAT standards as measured on the assessment ? 96% FOT and SOT rate per semester ? A 20-30% Decrease in Groups 1-3 behaviors ? 90% or better student and staff attendance ? Well organized rating on the MY SCHOOL, MY VOICE survey</p>
Budget Description	<p>Professional Development Teacher position Teacher Planning and Preparation bucket- Starting in the summer and every 5 weeks. Substitute teacher (PD, programming, etc.)- Professional Development Ext. Day - Buckets- PD for teachers Supplies/ resources - notebooks, paper/ pens Updated Equipment/ computers Materials (instr. and software)- outside resources Textbooks/supplies Professional Development Consultants/vendors- Outside resources Professional Development Conferences and associated expenses for teachers and Admin Academic Student Initiatives: B's or better; Honor roll assembly and other school related academic programming including tutoring and field trips Field trips:Transportation cost including seminar and subscriptions for students to attend Academic events.</p>
Tags	<p>Instruction, Arts Education: Equitable Access to the Arts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, STE(A)M Schools: School Structures & Culture (SSS2)</p>
Action steps	<ul style="list-style-type: none"> • (On-Track) Students use technology resources/Google classroom to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively. <p>Tags:Instruction, Equity: Resource Equity, STE(A)M Schools: Instructional Approach (SSS4)</p> <ul style="list-style-type: none"> • (On-Track) Teachers will employ the weekly Lesson Plan Review Collaborative Protocol to give targeted feedback to their peers around lesson planning, CCSS/NGSS alignment and task complexity.

	<p>Tags:Structure for Continuous Improvement, Curriculum, Relational Trust, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (On-Track) Active participation in High School Summit PD to further align school's mission with the District's vision. <p>Tags:Structure for Continuous Improvement, ONS: Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (On-Track) Creation of a collaboration/observation rubric that concentrates on evaluating culturally relevant text during professional development with outside/district partners. Create a drop-in (remote learning) which allows other teachers to review success and struggles of students. Being a critical friend to provide feedback to the teacher. <p>Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 2

<p>If we do...</p>	<p>If we create and utilize a consistent (yearlong) assessment cycles in all content areas, including CTE, that: encompasses multi-tiered systems of supports, addresses areas of growth, monitors students' academic progress, and provides enrichment opportunities for areas of strength that are directly aligned to coherent curriculum plans and Common Core and/or SAT standards</p>
<p>Then we see...</p>	<p>Teachers: ? Employing common grading standards & practices ? Teams engaging in targeted instructional learning walks during which they will observe and reflect of differentiated strategies and best practices in the classroom ? Grade level teams monitoring grading standards, assessment data, and SEL trends ? Using relevant 10/20-week data (including graded student assessments) to plan, differentiate units or lessons, and to measure teacher effectiveness ? Using of student work and to assess progress of tiered students ? Developing of communities of practices and planning sessions on how to create differentiated learning in the classrooms Students: ? Engaging in learning across courses and departments ? Increase in rigorous student text, task and, student to student discourse ? In charge of their own learning and aware of their data. ? Grouped appropriately based upon existing data ? Enrolling & persisting through the AP/Dual credit/enrollment courses/assessments ? ?Earning Bs or better? is the mantra for all grade levels to ensure GPA's are comparable with match & fit goals</p>
<p>which leads to...</p>	<p>Teachers: ? scoring proficient and distinguished on DOMAIN 1 on REACH observations ? scoring proficient and distinguished on DOMAIN 3 on REACH observations ? Increase in 5-8 % on the Post secondary enrollment and persistence data on the SQRP ? 75% or more students scoring 3 or higher on AP exams and or earning a C or higher on Dual credit/enrollment courses ? By the end of SY22, an average of 950 on SAT scores; 20% of all students scoring at proficiency level on PSAT/SAT exam ? By the end of SY22, 75% or more students scoring 3 or higher on AP exams and or earning a C or higher on Dual credit/enrollment courses ? By the end of each consecutive school year, CTE pathways must have a 75% or more pass rate on OSHA & other certifications ? Students being able to explain, show evidence and self monitor their progress during daily instruction 96% FOT</p>

	and SOT rate per semester ? A 20-30% Decrease in Groups 1-3 behaviors ? 90% or better student and staff attendance ? Well organized rating on the MY SCHOOL, MY VOICE survey
Budget Description	Professional Development Teacher position Substitute teacher (PD, programming, etc.)- Professional Development Ext. Day - Buckets- PD for teachers to work in the summer/weekends months for planning and preparation Supplies/ resources - notebooks, paper/ pens/ Science lab materials Diverse learner materials and resources Equipment/ computer - new CHROME books Materials (instr. and software)- outside resources Textbooks/supplies Professional Development Consultants/vendors- Outside resources/ Academic Approach Professional Development Conferences and associated expenses for teachers and Admin Academic Student Initiatives: B's or better; Honor roll assembly and other school related academic programming including tutoring and field trips Field trips:Transportation cost including seminar and subscriptions for students to attend Academic events.
Tags	Instruction, Balanced Assessment and Grading, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	<ul style="list-style-type: none"> (On-Track) Design Assessment calendar aligned to CPS testing calendar and other key dates. Tags:Assessment: Assessment Plan Voting Procedures (On-Track) Prioritize common plan time evidenced by the SY21 & SY22's master schedule. Tags:Teacher Leader Development & Innovation: Teacher Teams (On-Track) Employ common assessment cycles, with coherent lesson planning tool and formative assessment tool, to demonstrate data analysis, measure teacher effectiveness, and multi-tiered supports for students. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Weekly department meetings will be for the purpose of inquiry. Teachers will meet regularly to discuss students and student work (success and challenges), review work to assess effectiveness of practice, make recommendations and suggestions to alter practice, and use protocols to analyze student work and examine other data to understand students' needs. Tags:Teacher Leader Development & Innovation: Teacher Teams (On-Track) Coaching opportunities and Professional Development with outside / and district partners and Learning activities that center on TIERED support and on questioning and instructional strategies Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Teacher Leader Development & Innovation: Distributed Leadership

	<ul style="list-style-type: none"> (On-Track) Every five weeks teachers will review and complete a data-driven protocol through performance management sessions based on their five-week BM assessments and create new unit plans and TIER groups to support student achievement and growth. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>
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Strategy 3

If we do...	If we develop a comprehensive step by step approach to maintain a safe and secure learning environment for all students that: encompasses restorative practices focuses multi-tiered systems of support and leverages the expertise of community partners and other stakeholders and Professionally develops the staff
Then we see...	Then we will see? ? School wide clearly stated expectations that support learning environment and growth ? Clearly stated classroom community norms ? A clearly communicated plan of action for recognizing triggers and cues for negative behavior, character development, peer-mentoring, positive social interaction ? Peer juries, peace circle room personal development rooms with a set curriculum to restore the school community ? Student oriented grade level meetings that focus on preventative measures in regard to student behavior and or grades and attendance ? Bi-weekly meetings with Deans & community partners; SEL partners to define & respond to trends across the school ? Student equity of voice on voting for student leaders to represent their grade level.
which leads to...	Which will lead to? ? Increase student attendance, decrease of group 1-3 behavior ? Increase the Supportive Environment component within the My School, My Voice survey ? 10% Decrease of suspension documented in Dashboard and an increase of student voice and engagement ? Appropriate responses to negative behaviors that yield positive outcomes ? 10% increase in graduation rates and a 0.2 decrease in dropout rates ? Annual 2% increase in FOT/SOT rate ? Increase in 5-8 % on the Post secondary enrollment and persistence data on the SQRP ? Teachers scoring proficient and distinguished on DOMAIN 2 on REACH observations
Budget Description	Professional Development Teacher position Substitute teacher (PD, programming, etc.)- Professional Development Ext. Day - Buckets- PD for teachers to work in the summer/weekends months for planning and preparation Supplies/ resources - SEL materials and resources/ Furniture for PEACE room- tables, chairs, computers, coach and posters Equipment/ computer - new CHROME books Materials (instr. and software)- outside resources Textbooks/supplies Professional Development Consultants/vendors- Outside resources/CALM classroom; UMOJA Professional Development Conferences and associated expenses for teachers and Admin Student engagement and Incentives funds (B's or better; Honor roll assembly and other initiatives) Sports programs: Athletic director and all other sporting programs
Tags	Supportive and Equitable Approaches to Discipline

Action steps	<ul style="list-style-type: none"> • (Not started) The culture and climate team will meet to create a written set universal expectations to be posted in each classroom aligned to the student code of conduct Tags:ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices • (Not started) Teachers will receive training on restorative practices with outside vendors/industry partners Tags:Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support • (Not started) The Culture Team will develop a comprehensive checklist to be shared with teacher on the process for referring students for intervention, reporting behaviors, requesting support, proper documentation, and whom to report to Tags:Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support • (Not started) All staff members reinforce positive student behavior with clear expectations, routines, and procedures for every space within the building. Tags:OSEL: Supportive and Equitable Discipline Practices • (Not started) The culture and climate team will review data sets from Dashboard, Aspen (Focus) and internal trackers per dean, to respond to trends. Biweekly meetings will serve as performance management sessions as well. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Designate a peace room and create a peer jury Tags:OSEL: Supportive and Equitable Discipline Practices • (Not started) Creation of a regular schedule with Culture/Climate team, SEL community partners/ and Admin Tags:OSEL: Supportive School Environment
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Strategy 4

If we do...	If we design intellectually engaging, well-designed, scaffolded, and differentiated learning tasks that promote higher order thinking in ways that contribute to their development of agency,
Then we see...	Then we will see: Students: ? Students engaging in productive struggle ? Encourages student engagement and discourse. ? Being able to conceptualize their learning as well as

	<p>self- and peer-asses to monitor their progress ? Pulling from multiple strategies to successfully find a solution and evaluation to prove their answer ? Grouped appropriately based upon existing data ? An increase of critical reasoning, collaboration and communication in a variety of media, Google classroom/technology, graphs, and speaking and presentation skills. Teachers: ? Sharing lessons and offering feedback to sharpen their practice ? Peer discussions and observations ? Tuning common assessments, reflecting on their practices, and responding to data collected when looking at student work and assessments, to address emerging misunderstandings ? CTT as resource to ensure appropriate Tiered supports are enacted ? Teachers facilitating student learning through guidance and feedback at the outset, during the project's execution, and after its completion</p>
<p>which leads to...</p>	<p>Which will lead to: ? Students engage in a rigorous extended process of asking questions, finding resources and applying information ? Real world context and application being explored in classrooms ? Student voice & choice- students make informed decisions and discuss the work collaboratively By the end of SY22, an average of 950 on SAT scores; 20% of all students scoring at proficiency level on PSAT/SAT exam ? By the end of SY22, 75% or more students scoring 3 or higher on AP exams and or earning a C or higher on Dual credit/enrollment courses ? By the end of each consecutive school year, CTE pathways must have a 75% or more pass rate on OSHA & other certifications ? Students being able to explain, show evidence and self monitor their progress during daily instruction ? 96% FOT and SOT rate per semester ? A 20-30% Decrease in Groups 1-3 behaviors ? 90% or better student and staff attendance</p>
<p>Budget Description</p>	<p>Professional Development Teacher position Substitute teacher (PD, programming, etc.)- Professional Development Ext. Day - Buckets- PD for teachers to work in the summer/weekends /afterschool months for planning and preparation Supplies/ resources - notebooks, paper/ pens/ Science lab materials Diverse learner materials and resources Equipment/ computer - new CHROME books Materials (instr. and software)- outside resources Textbooks/supplies Professional Development Consultants/vendors- Outside resources/ Academic Approach Professional Development Conferences and associated expenses for teachers and Admin Academic Student Initiatives: B's or better; Honor roll assembly and other school related academic programming including tutoring and field trips Field trips:Transportation cost including seminar and subscriptions for students to attend Academic events.</p>
<p>Tags</p>	<p>Instruction</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Teachers will meet with their course teams for 50 minutes weekly to go over the weekly lesson plan using the lesson plan peer review rubric in order to offer strategies to increase student mastery <p>Tags:Instruction, Science: Rigorous Tasks, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Teachers will receive specialized training on differentiation strategies using the content, product, process method in order to increase student mastery and engagement based on their instructional level <p>Tags:Personalized Learning: Tailored Learning/Differentiation</p>

	<ul style="list-style-type: none"> (Not started) Teachers will learn how to embed discussion starters and techniques into the learning task using DOK question stems to encourage student to student discourse <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Science: Student Discourse, SSCE: Engaging in Difficult or Controversial Discussions</p> <ul style="list-style-type: none"> (Not started) Creation of a collaboration/observation rubric that concentrates on evaluating DOK level and rigorous student task and increase in accountable talk during professional development with outside/district partners. <p>Tags:Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) More PD in the use of using technology by integrating GOOGLE classroom in order to differentiate assignments and create opportunities for student engagement. <p>Tags:CIDL: Digital Learning</p>
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Strategy 5

If we do...	If we provide all students with a rigorous and balanced College Preparatory and CTE pathway experience through a comprehensive, developmental program that: addresses the personal, social, emotional and academic career development concentrates on a multi-tiered system of support
Then we see...	We will see?.. ? Teachers along with Network support & industry partners meeting on a bi-weekly basis ? Students applying to FIT schools and are accepted into 2-4 year colleges/universities ? ? Regularly scheduled BOY and EOY panel discussions with students and parents ? Regularly scheduled guided lessons presented by grade level counselors ? Students participating in Internship/apprenticeship opportunities; increase of industry & post secondary partners ? A comprehensive data tracker that details all students selectivity, academic profiles, [Naviance] ? Town Halls with all grade level with an emphasis on LPS ? Students attending targeted college tours and job programs; additional meeting with Alumni members with similar jobs
which leads to...	Which will lead to?.. ? All students graduating within 4 years with a clear and articulated Learn Plan Succeed post secondary plan before graduation. ? By the end of SY22, an average of 950 on SAT scores; 20% of all students scoring at proficiency level on PSAT/SAT exam ? By the end of SY22, 75% or more students scoring 3 or higher on AP exams and or earning a C or higher on Dual credit/enrollment courses ? By the end of each consecutive school year, CTE pathways must have a 75% or more pass rate on OSHA & other certifications ? Students being able to explain, show evidence and self monitor their progress during daily instruction ? 96% FOT and SOT rate per semester ? A 20-30% Decrease in Groups 1-3 behaviors ? 90% or better student and staff attendance Teachers: ? scoring proficient and distinguished on DOMAIN 1 on REACH observations ? scoring proficient and distinguished on DOMAIN 3 on REACH observations ? Increase in 5-8 % on the Post secondary enrollment and persistence data on the SQRP ? 75% or more students scoring 3 or higher on AP exams and or earning a C or higher on Dual credit/enrollment courses ? 100% of students with a solid and concrete documented LPS

<p>Budget Description</p>	<p>Professional Development Teacher position Substitute teacher (PD, programming, etc.)- Professional Development Ext. Day - Buckets- PD/ After school activities/ Safety and security OT Supplies/ resources - notebooks, paper/ pens/ and other college resources Diverse learner materials and resources Equipment/ computer - new CHROME books Materials (instr. and software)- outside resources Textbooks/supplies/ One goal/Embarcc curriculum Student activities: College tours and events Professional Development Consultants/vendors- ONE-Goal/ EMBARCC Professional Development Conferences and associated expenses for teachers and Admin Post secondary activities: Senior decision day; college field trips; transportation Student engagement and Incentives funds (B's or better; Honor roll assembly and other initiatives) Sports programs: Athletic director and all other sporting programs; transportation</p>
<p>Tags</p>	<p>Transitions, College & Career Access, & Persistence</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Compose a match & fit tracker per grade level, starting with second semester of Freshman year. The tracker will house information such as GPA, credit recovery plans, Naviance task assignment & completion, FAFSA completion, Learn Plan Succeed potential pathways, etc. <p>Tags:Transitions, College & Career Access, & Persistence, ECCE: Career and Technical Education, ODLSS: Transition Services, STE(A)M Schools: STE(A)M Career Pathways (SSS6)</p> <ul style="list-style-type: none"> • (Not started) Post secondary partners, Embarc/One Goal & Post secondary partners will provide supports to cohorts of students. Embarc will begin working with 60 students from the class of 2023and Embarc will begin working with 90 students from the class or 2023. These students will be enrolled in an elective course, seminar class, to prioritize their work toward post secondary success. <p>Tags:OSCPA: Postsecondary Pathway Advising & Planning</p> <ul style="list-style-type: none"> • (Not started) Develop a meeting schedule with post secondary team and Industry partners to go over data tracker system <p>Tags:OSCPA: College and Career Readiness</p> <ul style="list-style-type: none"> • (Not started) Develop a meeting schedule with post secondary team and Industry partners to go over data tracker system <p>Tags:OSCPA: College and Career Readiness</p> <ul style="list-style-type: none"> • (Not started) Creation of regular scheduled meetings with industry partners, Apprenticeships, and Alumni members who will be able to shared best practices, provide training opportunities, and guide students into career fields <p>Tags:OSCPA: Postsecondary Pathway Advising & Planning</p>

Action Plan

Strategy 1

On-Track Oct 13, 2020

Students use technology resources/Google classroom to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively.

Sep 08, 2020 to May 31, 2021 - Teachers & Curriculum Coordinator

On-Track Oct 13, 2020

Teachers will employ the weekly Lesson Plan Review Collaborative Protocol to give targeted feedback to their peers around lesson planning, CCSS/NGSS alignment and task complexity.

Sep 07, 2020 to May 31, 2021 - Teachers within Departments & Course Teams

On-Track Oct 13, 2020

Active participation in High School Summit PD to further align school's mission with the District's vision.

Aug 17, 2020 to Jun 20, 2022 - Administration, Department Chairs, ILT

On-Track Oct 01, 2020

Creation of a collaboration/observation rubric that concentrates on evaluating culturally relevant text during professional development with outside/district partners. Create a drop-in (remote learning) which allows other teachers to review success and struggles of students. Being a critical friend to provide feedback to the teacher.

Sep 07, 2020 to Jun 20, 2022 - Admin, Department Chairs, ILT & Teachers

Strategy 2

On-Track Jun 17, 2020

Design Assessment calendar aligned to CPS testing calendar and other key dates.

Jul 06, 2020 to Jul 31, 2020 - Curriculum-Instruction Dean and Testing Coordinator

On-Track Jul 07, 2020

Prioritize common plan time evidenced by the SY21 & SY22's master schedule.

Apr 01, 2020 to Apr 30, 2020 - Programmer, Administration

On-Track Sep 14, 2020

Employ common assessment cycles, with coherent lesson planning tool and formative assessment tool, to demonstrate data analysis, measure teacher effectiveness, and multi-tiered supports for students.

Sep 07, 2020 to Jun 21, 2021 - Course teams, ILT, Administration, Curriculum-Instruction Dean

Weekly department meetings will be for the purpose of inquiry. Teachers will meet regularly to discuss students and student work (success and challenges), review work to assess effectiveness of practice, make recommendations and suggestions to alter practice, and use protocols to analyze student work and examine other data to understand students' needs.

Jun 20, 2022 to Jun 20, 2022 - Departments, Course teams, ILT

On-Track Aug 23, 2020

Coaching opportunities and Professional Development with outside / and district partners and Learning activities that center on TIERED support and on questioning and instructional strategies

Jul 20, 2020 to Jun 24, 2022 - Admin Team, Network Specialist and Curriculum Specialist

On-Track Oct 13, 2020

Every five weeks teachers will review and complete a data-driven protocol through performance management sessions based on their five-week BM assessments and create new unit plans and TIER groups to support student achievement and growth.

Jul 20, 2020 to Jun 24, 2022 - Admin Team, network specialist and Curriculum Specialist

Strategy 3

The culture and climate team will meet to create a written set universal expectations to be posted in each classroom aligned to the student code of conduct

Aug 01, 2020 to Aug 31, 2020 - Culture and Climate Team

Teachers will receive training on restorative practices with outside vendors/industry partners

Aug 24, 2020 to Sep 04, 2020 - Culture and Climate Team

The Culture Team will develop a comprehensive checklist to be shared with teacher on the process for referring students for intervention, reporting behaviors, requesting support, proper documentation, and whom to report to

Aug 01, 2020 to Aug 31, 2020 - Culture and Climate Team

All staff members reinforce positive student behavior with clear expectations, routines, and procedures for every space within the building.

Aug 31, 2020 to Jun 18, 2021 - Culture and Climate Team, Teaching staff, ESPs, Administration, Coaches, and Volunteers

The culture and climate team will review data sets from Dashboard, Aspen (Focus) and internal trackers per dean, to respond to trends. Biweekly meetings will serve as performance management sessions as well.

Sep 07, 2020 to Jun 20, 2022 - Administration, Culture and Climate Team

Designate a peace room and create a peer jury

Sep 07, 2020 to Jun 20, 2022 - Admin Team; Culture and Climate team, SEL Partners

Creation of a regular schedule with Culture/Climate team, SEL community partners/ and Admin

Sep 07, 2020 to Jun 20, 2021 - Admin Team; Culture and Climate and SEL community partners

Strategy 4

Teachers will meet with their course teams for 50 minutes weekly to go over the weekly lesson plan using the lesson plan peer review rubric in order to offer strategies to increase student mastery

Sep 30, 2020 to Nov 30, 2020 - Course Team Leads

Teachers will receive specialized training on differentiation strategies using the content, product, process method in order to increase student mastery and engagement based on their instructional level

Sep 01, 2020 to Dec 30, 2020 - Special Education Team and Administration

Teachers will learn how to embed discussion starters and techniques into the learning task using DOK question stems to encourage student to student discourse

Feb 01, 2021 to Apr 30, 2021 - Administration, Department Chairs

Creation of a collaboration/observation rubric that concentrates on evaluating DOK level and rigorous student task and increase in accountable talk during professional development with outside/district partners.

Sep 07, 2020 to Jun 20, 2022 - Admin, Department chairs and network specialist

More PD in the use of using technology by integrating GOOGLE classroom in order to differentiate assignments and create opportunities for student engagement.

Sep 07, 2020 to Jun 21, 2021 - ADMIN/Network specialist

Strategy 5

Compose a match & fit tracker per grade level, starting with second semester of Freshman year. The tracker will house information such as GPA, credit recovery plans, Naviance task assignment & completion, FAFSA completion, Learn Plan Succeed potential pathways, etc.

Jul 06, 2020 to Jul 31, 2020 - Post Secondary Team, Grade level counselors, Administration

Post secondary partners, Embarc/One Goal & Post secondary partners will provide supports to cohorts of students. Embarc will begin working with 60 students from the class of 2023 and Embarc will begin working with 90 students from the class of 2023. These students will be enrolled in an elective course, seminar class, to prioritize their work toward post secondary success.

Sep 07, 2020 to May 31, 2022 - Administration, counselors

Develop a meeting schedule with post secondary team and Industry partners to go over data tracker system

Sep 07, 2020 to Jul 29, 2022 - Admin; Post secondary coaches; Specialist

Develop a meeting schedule with post secondary team and Industry partners to go over data tracker system

Sep 07, 2020 to Jul 29, 2022 - Admin; Post secondary coaches; Specialist

Creation of regular scheduled meetings with industry partners, Apprenticeships, and Alumni members who will be able to share best practices, provide training opportunities, and guide students into career fields

Sep 07, 2020 to Jul 29, 2022 - Admin; Post secondary coaches; Specialist

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

Simeon Career Academy's mission is to prepare all students for college and career readiness through a rigorous academic and career-education program. Our school's vision is to produce students who will

empower themselves to think critically, question analytically, and seek relentlessly to find solutions to improve themselves and their communities.

Some of our strengths are:

? Master Schedule reflects common plan time for teachers to collaborate and learn together

? Instructional Leadership Team meets biweekly to engage data cycle reviews, active learning protocols, etc.

? Grade Level Course Teams develop common assessments, review assessment data, project plan, etc.

? Departments meet weekly to progress monitor work streams aligned to instructional vision priorities: text selection, designing rigorous tasks, & facilitating student-to-student discourse

? Ensuring high quality tier one instruction is driven by data sets (formative assessment results, BOY SAT Suite data, checks for understanding, etc)

? Lesson plans with evidence of explicit teaching strategies/best practices, as a response to previous week's data/student scores

Needs assessment: Post Secondary Supports

Based on Simeon's 2019 enrollment data, 62% of our graduates pursued a four-year or two-year college degree, while 50% of the students (female) graduated with a trade or vocational certificate. The district's new graduation requirement, Learn Plan Succeed, mandates that all graduating seniors must declare a concrete post-secondary plan prior to graduating high school. This initiative has shifted how we think about schooling and how we are called to develop inclusive and responsive programming for all students.

Based on the data presented above, there is a need to increase the post secondary partnerships with external partners and continuity within senior seminar courses:

? EMBARC cohort: starting as early as 10th grade

? One-Goal cohort: starting in the 11th grade

These partnerships will help increase post secondary opportunities for the Honor cohort students and introduced students to outside opportunities such as internships and other related resources.

? Post-secondary based advisory curriculum for all grade levels and continuity of information received for senior seminar courses

? Detailed comprehensive academic post secondary schedule that focuses on an accumulation of school-wide and district expectations.

Needs assessment: Professional Learning that Closes Achievement Gap: Adapted Professional development based on school-wide data and teacher needs.

? On-going, Job-Embedded Professional Learning: The teachers at Simeon need more time planning and preparing with a comprehensive focus on building and developing TIERED instruction based on released SAT data.

? Based on the data, Simeon has only obtained the 1st percentile on the SAT exam. In order to increase academic outcomes in the classrooms, the following must occur:

- Weekly principal directed time is used for instructional support based on the needs of the school and staff.

- Teachers will be encouraged to attend outside professional development and share their takeaways with staff upon returning.

- Teachers will be encouraged to lead professional development throughout the year based on their strengths and knowledge.

- All professional development must be rolled out with a strong focus on our school-wide vision and practices.

- Core area teachers professional development must concentrate on instructional quality and support, such as Agency, Identity, and Authority

- Collaboration Time: All teacher teams must have common planning time built into the master schedule. This affords teacher teams the opportunity to collaborate during the school day.

- Course team area teachers collaborate on curriculum mapping, unit planning, and assessments. Subject

matter experts are expected and encouraged to share expertise with colleagues across grade levels and instructional levels as well.

- "Safe-Practice": Teachers are provided with at least 2 weeks to practice instructional strategies and unit planning before they are required to participate in FILWs or lesson plan presentations
- Monitor Implementation: Administrators provide teachers with on-going feedback, with a solid observation and feedback schedule outside of mandated REACH observations

Needs Assessment of Academic Focus: Based on the data, current juniors increased from a 773-860 and seniors from 822-920. The students only stayed in the 1st percentile on the SAT exam

? What needs to happen: Alignment of SAT/CCSS standards: Teachers must spend time in planning and preparing in the summer months as well.

? Curriculum Maps for 2020-2021 with alignment to CCSS/SAT and school-wide initiatives related to Literacy & Writing including SAT Math shifts.

? Alignment of Units to Curriculum Maps: All teachers must be expected to develop and use lessons that are Common Core/SAT aligned. Unit Plans are designed with the goal that students achieve mastery in skills related to their content area.

? Unit Plan broken down into day-to-day instruction with clear achievable goals that can be measured with formative assessment, summative culminating assignments, and day to day "checks for mastery" (bell-ringer & exit tickets). Lessons flow in scope & sequence and are related to Essential Questions for each unit. Strong emphasis needs to be placed on rigorous text with the main focus on non-fiction and text-dependent questioning related to CCSS/SAT standards.

Needs Assessment CTE Passing Rate: 65% of the students did not pass a CTE course during their 12th grade year.

In order to ensure that students who are in CTE courses and pass successfully the following must occur:

? CTE students need to be assessed in multiple ways to give them several opportunities to demonstrate mastery and competence of subject matter.

? 5-week scheduled authentic CTE assessments must take place throughout the school year.

? All students complete practical assessments of technical skills based on CTE Standards.

? Students must be encouraged and given opportunity to re-take assessments that they performed poorly on within the 5-week time-frame

? Lesson plans must achieve all specific CTE goals/standards with standard based metrics.

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

Restorative Justice approach to discipline: A safe, orderly, and supportive campus is a priority. Staff development and whole-school enactment around calming classrooms, de-escalating conflict, and responsive social-emotional support are foundational reform strategies that will lead to academic achievement for all students.

Data driven instructional design: In response to high skilled post-secondary demands, teachers will approach lesson planning and delivery with assessment data and teacher efficacy at the forefront.

Measuring and monitoring instructional effectiveness according to the ?Text. Task. Talk.? Framework will be the instructional reform strategy. The multi-tiered instructional approach outlines teachers' weekly lesson plans aligned to CCSS and summative assessments? objectives (i.e. SAT power standards or OSHA certification for Construction). The lesson plan must include: 1) grade level appropriate text which is, also culturally responsive and promotes disciplinary literacy;2) scripted opportunities for quality discussions and authentic discourse with the use of academic language and textual evidence; 3) formative and summative assessments which align to the desired objective and offers students opportunity to self-assess. Another reform strategy is to utilize assessment data to ensure teachers' instructional objectives and CCSS/NGSS standards are guided by cycles of students? assessment data. As a result sub-groups of

students will be prioritized and academic growth within the school year is certain for all students. Grade level Counseling Support: School Counselors will be assigned to graduating cohorts, not to grade levels. Having the same school counselor from admission to graduation will have a lasting impact on students' emotional safety and academic progress. A key lever to this reform strategy is to coach up the school counselor's skills as the grade level team leader. His/her role as the team leader is to galvanize teacher-teams around strategizing to improve student outcomes. By presenting relevant qualitative and quantitative data, the team will engage in biweekly team meetings to address the needs of targeted student groups. Freshman and Sophomore on-track metrics will primarily guide those grade level teams. Junior and Senior grade level team metrics will be around on-track toward graduation and post-secondary match-fit dynamics. All grade levels will analyze grading trends, high opportunity sub-groups, and best practices that are yielding success for all students.

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 school wide focus is high quality Tier I instruction. As a team we realized that if the base is not strong it is difficult to target and build. As a result we set out to find a scientifically based strategy that strengthened our Tier I instructional core, we agreed on the Text, Task, Talk strategy.

To develop complex knowledge in any discipline, students need opportunities to read, reason, investigate, speak, and write about the overarching concepts within that discipline. Teachers must first choose a relevant text. This is important because it helps to address the needs of our underserved African American Population.

The Text:

- ? Contains various levels of meaning
- ? Culturally relevant to students
- ? Structure: the structure of the text may be complex, implicit, or be unconventional
- ? Language of the text may be complex, use content-specific vocabulary, and allow students to consider multiple perspectives
- ? Cognitive Demand: text encourages students to engage in productive struggle, consider multiple perspectives, and may challenge their belief systems

The Task:

- ? Requires higher-level thinking and problem solving.
- ? Contributes to the conceptual development of students.
- ? Creates an opportunity for the teacher to assess student knowledge.
- ? Could have various solutions or allow different decisions or positions to be taken and defended.
- ? Encourages student engagement and discourse.

The Talk:

- ? Students construct explanations.
 - ? Students formulate conjectures and hypotheses.
 - ? Students test their own understanding of concepts.
 - ? Classroom talk is accountable to generally accepted standards of reasoning.
 - ? Create and develop opportunities for problem solving based on the task.
 - ? Create opportunities for students to acknowledge the opposing viewpoint within their argument.
- Putting all these elements together increases the amount of student engagement and quality of learning.

Strong Teacher Teams: Continuously adapting our backward planning strategy based on student outcomes

? Implementing TEXT, TASK, TALK

? Different leadership teams for various levels of analysis (department, grade-level, social-emotional learning)

? Bi-weekly meetings with agendas. Teacher teams will lead staff professional development.

Belief that All Students Can Learn:

Cognitively Challenging Tasks:

? Tasks reflect Key Shifts in Literacy (Complexity, evidence, knowledge [non-fiction]): Literacy initiative accounts for the complexity, evidence, and knowledge sections of the key shifts in literacy. Evidence must clearly be cited because of the provided layout. This is also a consistent protocol that all students are using. These are reviewed by the ILT and the process is revised based on what students are mastering.

? Teachers are expected to use standards-based learning objectives as well as DOK levels 3 and 4.

? Junior level teachers our focuses on students writing argumentative essays and respond to argumentative style using the SAT framework (evidence; reasoning to develop ideas and to connect claims and evidence; stylistic or persuasive elements, such as word choice or appeals to emotion.

Tasks reflect Key Shifts in Mathematics (Focus, coherence, rigor): Math teachers are using SAT style questions during instruction that require students to justify and explain their mathematical reasoning.

Creation of Authentic Work: In department meetings, we develop day-to-day plans to increase our instruction practices in our classroom with by focusing on TEXT-TASK-TALK.

Analysis of Student Work: Teachers bring student work as well as data to share at department meetings. ILT created protocols to analyze student work and assess the quality and rigor

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).

BAM

BAM (Becoming a Man) is an external partnership that we fostered at Simeon to support our at risk males. BAM Counselors work full-time in schools to engage students in the learning process and equip them with the confidence and skills they need to thrive in school and life.

BAM creates a safe, and supportive space that facilitates positive identity development, healthy relationships, and academic success.

Polished Pebbles

Polished Pebbles is another external partnership at Simeon. Polished Pebbles, an Illinois Gold Star rated mentoring program, is a Chicago-based mentoring initiative that increases the communication skills and employ-ability of young women for the future workplace. Polished Pebbles helps girls become effective communicators at home, school, and their future careers.

Counseling

Grade level Counseling Support: School Counselors will be assigned to graduating cohorts, not to grade levels. Having the same school counselor from admission to graduation will have a lasting impact on students? emotional safety and academic progress. A key lever to this reform strategy is to coach up the school counselor?s skills as the grade level team leader. His/her role as the team leader is to galvanize teacher-teams around strategizing to improve student outcomes. By presenting relevant qualitative and quantitative data, the team will engage in biweekly team meetings to address the needs of targeted student groups. Freshman and Sophomore on-track metrics will primarily guide those grade level teams. Junior

and Senior grade level team metrics will be around on-track toward graduation and post-secondary match-fit dynamics. All grade levels will analyze grading trends, high opportunity sub-groups, and best practices that are yielding success for all students.

Homework tables

Homework tables is Simeon's version of after-school tutoring. The counselors pull a list of students who are currently performing poorly or at risk of failing a class. The counselors then send home a recommendation to the parent informing them that the student should do homework tables. During homework tables the students receive support from teachers on the content that they have yet to master. This helps bridge the academic gap in the classroom.

We also have partnerships with:

? Academic Approach - our staff is trained to isolate key skills students need to perform well in college and career - and thus on the SAT - and to create engaging lessons that teach those skills.

? City Colleges and Universities - Dual Credit enrollment and shadow tours

? SMASH Academy ? STEM intensive residential college prep program that empowers students to deepen their talents and pursue STEM careers

? Field partnerships with industry professionals and companies related to our offered career programs

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

Simeon attracts high-quality, highly qualified teachers through targeted outreach and information sharing. Chicago Public Schools is a large district so the requirements for staffing positions are not as flexible as other districts. To stand out and make high quality teachers want to choose us we publicize the great things that are happening at our school. We use different modalities to present this information, this includes but is not limited to our alumni association, newsletters, social media, and our school website. We also strive to make our educational environment healthy and supportive so that our teachers are willing to recruit other high quality teachers to be a part of our team. It is also important to retain our high quality teachers. To retain high-quality teachers, a primary system is to provide leadership and growth opportunities. This entails cultivating meaningful opportunities for leadership such as curriculum planning, mentoring, academic coaching, action research, technology integration and professional development leadership. Another important system to retain high quality teachers is collaboration. Professional development is laid out evenly throughout the school year in order for teachers to grow and practice. Often, teachers participate in teacher-led workshops, offering time to reflect and share creative lessons or units. Additionally, teachers participate in peer observations where they provide feedback on best practices. It is during this time that teachers can converse in regard to their instruction and reflect on their practices with peers as their peers provide them with feedback to enhance instruction. This provides an ongoing opportunity for all teachers to be transparent and to translate consistency across the board.

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.

Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to be successful.

Each week the administration ?takes over? a department meeting. During that meeting we deliver professional development to the team addressing instructional strategies. We invite specialists and external partners to deliver professional development whenever we determine that the teachers need additional support. The teachers are also constantly engaged in external professional development opportunities throughout the scheduled school year.

As a staff, Simeon has always emphasized the importance of setting aside common planning time for teachers across grade level and within content areas to meet. Prior to the beginning of the school year, the counseling department works with the Senior Leadership Committee to ensure that

teachers have three built-in directed preps that can be used for both vertical and horizontal alignment. Teachers meet one to two times a week in departments and course teams. During these meetings, staff analyze data, shares best practices, develop intervention strategies for Tier 2 and Tier 3 students and engage in professional development related to rigorous instructional tasks. In terms of professional development, teams may spend one week engaged in learning walks in the classrooms of their peers, while in other weeks they may engage in sharpening their skills in reviewing data. Periodically, teachers will also engage in peer lesson plan audits in which teachers go through their lesson, while other teachers assess the plans for rigor. As a staff we will continue to implement these meetings with the creation of our new academic program.

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

Simeon offers parent nights held by each grade level counselor to disseminate important information to the parents. This information ranges from school wide expectations to graduation requirements. The post-secondary team also hosts regular financial aid nights to assist parents in completing FASFA. We also send out all important information via email to our parents and to our alumni association. This helps to keep our parents abreast of Simeon's events and gives them the opportunity to volunteer and give support as needed.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

N/A Not applicable to high school buildings

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.

Simeon has quite a few academic planning teams that assist in the overall instructional program. The administrative team meets with the Department Chairs and the ILT teams on a bi-weekly basis to go over all important instructional decisions. The department chair's are tasked with presenting the information to the teachers in their departments and bringing back the feedback to the team. The team takes all the feedback into consideration before solidifying the instructional plans. Core subject teachers (Math, Science, English & Social Science) create and develop balanced assessments aligned to high frequency SAT skills/standards in order to help students be prepared for the spring exam. These tasks closely mirror the SAT test, which are created by course teams.

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.

Multi-tiered supports are comprehensive of many stakeholders and have a restorative justice approach (i.e. classroom teacher, grade level counselor, case manager, dean, nurse, parent/guardian, social worker, principal).

? At a macro level, all teachers' lesson plans outline a tiered instructional design. The three-tiered approach/document requires teachers to name their instructional strategies, tasks, and assessments identified for groups within each class, per period.

? Gradebooks are updated to reflect a students' latest and most successful attempt at master. When that approach yields little to no success for the student(s), grade level teams, led by the school counselors, are leveraged.

? Course level teams meet biweekly and use student data sets and root-cause analysis protocols to

strategize for improvement.

We provide students who are struggling/failing a structure to complete make-up work: Teacher Time.

In addition, the counselor's role is to develop an individualized recovery plan compatible with the classroom teacher's protocols (such as grading rubrics, due dates, etc) and the parent/guardian's agreement. School counselors are able to generate their MTSS groups according to teachers' recommendations, by generating the weekly failure data, and rolling communication to parents around academic and social-emotional support.

? Our counselor grade level teams meet weekly to discuss students' grades, attendance, and behavior and facilitate "teacher time" bi-weekly where students have an opportunity to get one on one tutoring with their teachers as well as makeup work

? We have five-week on-track monitoring cycles for grades including incentive programs for students who currently are receiving A, B's and C's (we emphasize B's or better for our 9th-grade students). We utilize the BAG reports, which also include behavior and attendance and grades (academics) and use that data to monitor student on-track rates.

? We have Tier 2 supports including teachers working with students to check-in on specifically in terms of academic support. We also have a male-support group that focuses on intense student support (Tier 3) to target students who are struggling academically, behaviorally, or have poor attendance.

Our counseling staff is divided into grade levels. During the meetings, the following occurs: review all respective data, data analysis, develop root causes, create solutions per grade level per student, develop task, action items and set due dates; measure success and failures the following week.

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.

Simeon has a long history and experience in engaging external partners to support school programming. Building sustainable and supportive partnerships with community organizations and companies is central to the work of edifying our students' high school experiences. We diligently and strategically seek partnerships that assist in supporting our current efforts surrounding the preparation of our students for college and career opportunities, as well as civic life and engagement. Our postsecondary, counseling, and CTE departments have strong partnerships with the Greater Auburn Gresham Development Corporation, Chatham Business Association, Chicago Urban League, City Colleges of Chicago, Chicago State University, UIC Business School and Chance program, Chicago HBCU Alliance, Polished Pebbles Pink Hard Hats Project, SMASH, Chicago Scholars, University of Chicago Collegiate Scholars, Youth Guidance, EMBARC, Upward Bound, local trade unions, and many more. Our first annual Learn, Plan, Succeed Fair that was held in December brought together over 25 different industry and community partners to share in the work of exposing and providing access to post-secondary opportunities. Attending partners included Chicago Department of Aviation, Careers through Culinary Arts (C-CAP), Chicago Regional Council of Carpenters Apprentice and Training Program, IBEW NECA Technical Institute, Cook County Facilities Management, City Year, Illinois Department of Transportation (IDOT), CPS Transportation, and more. As a grantee of the Greater Auburn Gresham GOLD initiative, we also receive great support for our many after school programs that benefit students who are interested in growing their various passions within the arts.

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.

The parents at Simeon Career Academy will participate on the Local School Council and the PTA. This will provide the school the opportunity for reviews of the school and to seek feedback from parents via surveys.

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

Simeon Career Academy will host annual and ongoing PAC meetings to address the needs of parents. Additionally, parents will be informed via email, twitter, and posted on the school website on any or all upcoming events within the school. Parent Title one meeting scheduled for October 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.

Simeon Career Academy will review, consider and implement any appropriate suggestions, which will be shared during ILT, PAC, and PPC meetings

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

Parents will be provided State Assessments scores, including PSAT and SAT. Additionally, parents will be informed about students benchmark scores during parent report card pick ups and during parent conferences. Students will be given this information during townhall meetings.

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.

Parents will be sent notification through students (take home) and email.

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.

Simeon Career Academy will host ongoing parent training sessions afterschool and participate in Parent University activities. The members of the PAC will be informed whenever there are annually meetings involving student achievement.

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.

The Admin team will meet regularly with parents during conferences and the PAC to inform and provide comprehensive information surrounding school wide events and other post secondary information involving students. In additionally, Simeon will host supporting parent groups with outside partners to ensure that parents are informed about events, college and career and receive additional support in supporting their teen.

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.

Simeon Career Academy will provide staff with appropriate training during professional development. Staff will submit weekly call logs to administration to make phone call home to parents to update them on their child's academic progress, which includes attendance and academics. Staff will notify parents of events such as Winter Holiday Celebrations, Feeding the Homeless, and additional programs

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

N/A

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

School wide activities will be posted on the website and information will go home to students on a regular basis. All of the parent meetings will meet on a monthly basis to discuss TITLE one funds and parental resources to support all parents.

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.)

Simeon Career Academy's mission is to prepare all students for college and career readiness through a rigorous academic and career-education program. Our school's vision is to produce students who will empower themselves to think critically, question analytically, and seek relentlessly to find solutions to improve themselves and their communities. Our goal is to prepare life-long learners who are grounded by the core values of Respect, Responsibility, and Reflection. Our purpose is to develop responsible citizens that are prepared for the rigors of the college and career experience

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.

Parent conferences will be held on CPS scheduled report card pick days, with two additional parent conferences opportunities schedule for the second and fourth quarters. Parent conferences are also scheduled as a regular part of individual academic improvement plans developed by the student, his/her teacher team, counselor and parent.

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

Conferences requests are made through the counselor department and scheduled during teachers free/lunch periods, if a parent is not available before or after school

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

Parents are welcome to visit the school at any time to observe their student. They must check in the main office. Parents are allowed to volunteer to chaperoned on field trips and during school activities.

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

Parents are welcome to visit the school at any time to observe their student. They must check in the main office. Parents are allowed to volunteer to chaperoned on field trips and during school activities. We have also have a parent who has volunteer to work in the library so that students can obtain books.

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

Parents will be part of each student individual improvement academic plan by reviewing students' progress reports each semester.

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

Parents will participate in the Local School Council and the PAC. Additionally, parents are welcome to meet with the principal during the school hours.

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).

Student will be a part of the development of his/her individual academic improvement plan each semester by grade level lead teachers.

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 PAC will meet monthly to discuss school-wide strategies and to create plans of actions that will help increase student achievement and parent participation. The PAC will determine training and activities during the initial Title 1 meeting. T

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.	\$350.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$250.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$500.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$209.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00

