Crown Community Academy of Fine Arts Center ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	ILT	CIWP stages 1-3

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 2 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: TBD
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

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

- o 2 Use questioning and discussion as techniques to deepen student understanding
- o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- o 3 Provide students frequent, informative feedback
- o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- - o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
    - o **Evidence**:
  - 2 - Transitions, College & Career Access, & Persistence
    - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
    - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
    - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
    - o **Evidence**:

Quality and Character of School Life

- 2 - Relational Trust
  - o 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline

- - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence**:
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 2 Partner equitably with parents speaking languages other than English
  - 2 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: Instruction	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
2	Quality and Character of School Life: Family & Community Engagement	**3**
2	Quality and Character of School Life: Relational Trust	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Establishing MTSS - a functional team and set of procedures and benchmarks monitoring student interventions
Root Cause 1	The school has been challenged with forming a consistent team that lead the initiatives that support cyclical interventions and progress monitoring
Area of Critical Need 2	Relational Trust - student to student, teacher-teacher, teacher-admin
Root Cause 2	With change of administration and lack of established trust, the school has been challenged with building relational trust amongst students, staff and administration.
Area of Critical Need 3	Supportive and Equitable Approaches to Discipline - Universal SEL skills, disciplinary systems, root cause analysis.
Root Cause 3	Crown school has been challenged with heightened behaviors, lack of supports and accountability measure for student discipline,

	and a large number of students who have experienced multiple traumas that impact their behavior.
Area of Critical Need 4	Student Attendance
Root Cause 4	Incentives, monitoring and interventions tried in the past have shown little to no positive impact on schoolwide attendance percentage.

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: NWEA Attainment G2-8 (Math) Individual student data within these student groups indicates that overall, African American students are challenged with reaching grade level mastery in Mathematics. A closer look revealed that within this low performing group, trends indicated that male students performed lower than female students.	African American		30.00	38.00
	African American Male		25.00	30.00
Vision: Attendance Rate School has historically struggled with school-wide attendance despite vast incentivized initiatives. This has a direct correlation on access to quality teaching and learning.	African American		94.00	95.00
	African American Male		94.00	95.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Despite great growth in some grade levels, overall growth in grades 2-8 still trends lower than national average.	African American		60.00	65.00
	Students with IEPs		55.00	60.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Last School year, Crown trended "neutral".					

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...	develop a bank of strategies that teachers can use to provide multi-tiered intervention support to students
Then we see...	interventions and school-wide MTSS cycles used with fidelity
which leads to...	students having less behavior infractions, improved academics, substantial data to support student referrals, and increased student achievement.
Budget Description	PD on the MTSS process, intervention usage and tracking. funding to pay teachers for planning, potential funding for PD vendor
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	(Not started) Staff will review and explore all parts of an effective MTSS cycle of implementation. Will receive training on the school-wide MTSS process. Tags:MTSS (Not started) ILT will plan MTSS process for school. Troubleshoot last year. Tags:MTSS, MTSS: Shared Leadership (Not started) Staff will participate in professional development to support MTSS implementation with fidelity. Tags:MTSS

Strategy 2

If we do...	create rigorous tasks aligned to the standards
Then we see...	teachers planning, modeling, progress monitoring, and designing learning experiences to reach specific learning goals
which leads to...	increased student engagement, student mastery in all content areas, student efficacy, and a increase of students reaching attainment in both Reading and Math.
Budget Description	Instructional Coaching, teacher PD time, curriculum and/or or supplemental materials for support with creating student tasks. Continue to develop gradeband team meeting cadences with tier 1 instruction being the priority.
Tags	Instruction
Action steps	(Not started) PD for classroom staff on all components of the Gradual Release of Responsibility process Tags:Instruction (Not started) Followup PD for classroom staff on all components of the Gradual Release of Responsibility process Tags:Instruction (Not started) Gradeband team meetings with a monthly cadence that support ongoing, job-embedded learning that strengthens task rigor creation and strong standard alignment. Tags:Instruction (Not started) Teachers will have a planning session to creat tasks, get strategies and resources coaching with creation of student tasks Tags:Instruction (Not started) Arts Teacher will collaborate with non-arts teachers during learning cycles to work on beginning stages of embedding arts education into various content area instruction. Tags:Arts Education: Embedding the Arts School-Wide (Not started) Teachers will articulate short and long term learning expectations that are appropriate to current academic levels. Consistent formative assessment and feedback cycles. This will be done via a PL action plan lead by our teacher cohort. Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery

Strategy 3

If we do...	Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community
Then we see...	a clear linkage of home and school learning, parental involvement in student progress and academics, meaningful parent development initiatives, increased parent voice, and ongoing family events with consistent momentum
which leads to...	Teachers, admin, and families seeing each others as partners in educating our students, higher family engagement in school events, and increased partnerships between families and school staff.
Budget Description	FACE trainings on meaningful initiatives, engagement strategies
Tags	Family & Community Engagement, MTSS: Family and Community Engagement
Action steps	(Not started) Create yearlong parent calendar that will guide our work. Done by staff, finalized by Parent Engagement Committee and ILT Tags:Family & Community Engagement (Not started) Host Open House that sets tone for engagement initiatives, establishes home-school link, informs parents of school goal around FACE, attendance Tags:Family & Community Engagement (Not started) Bi-weekly PEC meetings with cadences around parent feedback, home-school connection linkage, Tags: (Not started) School will have monthly arts focus that engages families throughout the school year, as aligned to the yearlong parent calendar Tags:Arts Education: Community and Career Connections (F/PA #6), Arts Education: Embedding the Arts School-Wide, Arts Education: Mission Driven, Distributed Leadership (F/PA #1), Arts Education: School Structures (F/PA #3)

Action Plan

Strategy 1

Staff will review and explore all parts of an effective MTSS cycle of implementation. Will receive training on the school-wide MTSS process.

Aug 03, 2020 to Aug 14, 2020 - ALL STAFF

ILT will plan MTSS process for school. Troubleshoot last year.

Jun 01, 2020 to Jun 13, 2020 - ILT

Staff will participate in professional development to support MTSS implementation with fidelity.

Aug 17, 2020 to Aug 28, 2020 -

Strategy 2

PD for classroom staff on all components of the Gradual Release of Responsibility process

Jul 20, 2020 to Jul 24, 2020 - Admin and ILT

Followup PD for classroom staff on all components of the Gradual Release of Responsibility process

Aug 10, 2020 to Aug 21, 2020 - Admin and ILT

Gradeband team meetings with a monthly cadence that support ongoing, job-embedded learning that strengthens task rigor creation and strong standard alignment.

Sep 14, 2020 to Jun 11, 2021 - Admin and ILT

Teachers will have a planning session to creat tasks, get strategies and resources coaching with creation of student tasks

Jul 01, 2020 to Aug 22, 2020 - Teachers and Admin

Arts Teacher will collaborate with non-arts teachers during learning cycles to work on beginning stages of embedding arts education into various content area instruction.

- Arts Lead, ILT

Teachers will articulate short and long term learning expectations that are appropriate to current academic levels. Consistent formative assessment and feedback cycles. This will be done via a PL action plan lead by our teacher cohort.

Jul 01, 2020 to Jun 30, 2021 - PL Cohort, Admin, ILT

Strategy 3

Create yearlong parent calendar that will guide our work. Done by staff, finalized by Parent Engagement Committee and ILT

Jul 01, 2020 to Sep 01, 2020 - ILT, PEC, and Admin

Host Open House that sets tone for engagement initiatives, establishes home-school link, informs parents of school goal around FACE, attendance

Aug 01, 2020 to Aug 28, 2020 - ILT and Admin

Bi-weekly PEC meetings with cadences around parent feedback, home-school connection linkage,

Sep 14, 2020 to May 28, 2021 - PEC, Admin

School will have monthly arts focus that engages families throughout the school year, as aligned to the yearlong parent calendar

Jul 01, 2020 to Jun 30, 2021 - Arts Liaison, ILT, PEC

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

School teams have taken the SEF survey that assesses the schools needs in key areas of school improvement. Stakeholders have also participated in data analysis sessions.

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

School has engaged in professional development and created professional learning communities geared toward high quality tier 1 instruction (Gradual Release of Responsibility) and rigorous tasks. This work will continue.

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.

School has adopted intervention initiatives that include a closer look at small group instruction, supplemental tutoring, data driven instructional cycles, and a personalized learning approach.

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).

Social Emotional learning is built into our school day in various ways. Students have SEL infused in their daily learning with teachers and are on a rotating schedule to receive college and career readiness, financial literacy, and mentoring with out counselor and social worker.

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

Hiring process includes screening, interview, sample lesson, reference check, and final conversation with principal. School has also partnered with the Opportunities Schools program, an initiative through Chicago Public Schools that provides an additional layer of teacher talent support for high needs schools.

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.

Professional development at Crown is timely, job-embedded, and ongoing. It provides room for safe practice, peer observation, coaching, and feedback for each initiative.

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

School has established Parent Engagement Committee whose primary mission is to involve parents in a more meaningful way. This is also a 2020-2022 CIWP priority to strengthen school practices.

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.

School constantly bridges gap in Kindergarten Readiness. This past summer, school participated in Kickoff To Kindergarten summer program. PreK teachers also create progress monitoring checks to engage both students and parents.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers participate in yearly assessment plan votes and give input on scheduling of assessments and types. Teachers receive professional development on the creation of rigorous formative assessments.

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.

MTSS is in the process of being rebooted at Crown, however our new grading policy outlines the process of giving students various opportunities to master a skill through corrective action planning and reassessment.

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.

Crown School currently has a food and nutrition program that will continue next school year. We also receive various partnerships throughout the school year by the Communities In schools grant. This grant provides programming for all areas mentioned above and more. Our counselor and resource coordinator schedule and plan these efforts.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

School has formed a Parent Engagement Committee that will outline a school-wide calendar to include opportunities for meetings, forums, and collaboration throughout the school year. This will capture moments when review and revision will be needed.

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

This will be accomplished via our parent open house and PAC Organizational Meeting which will be held in September and October.

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.

Parents will have monthly events. Within each event will be a space for a forum for parents to give input.

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.

During Parent Data nights once a quarter, parents will have the opportunity to understand all student data and plan next steps for student success.

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.

A parent letter will be drafted in any circumstance in which a child does not have a teacher who is highly qualified.

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

This will be an agenda topic in the November PAC meeting in which we will have a working session on understanding of academic content standards.

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.

Our parent room has served as a "one stop shop" for providing families with resources and technology. We will continue to do so.

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.

Our Parent Engagement Team will meet during Summer 2020 to gain a better understanding of parent contribution and how to build parent capacity and relationships with school staff.

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

We will allow Primary Team Teachers to hold a gradeteam specific parent session on Early Learning. We hope that this effort will build a strong school-home connection for years to come.

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.

The school will continue to publish monthly letters and parent calendars given to families at the beginning of each month

Policy Implementation Activities

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

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

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

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

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

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.)

At Crown Community Academy of Fine Arts, our mission is to engage, empower, and enable students to achieve their maximum potential in all areas. By providing a personalized approach to instruction, students will engage in curriculum that develops their individual strengths and learning styles so that they take ownership of their outcomes. Our continuous commitment to high expectations ensures that our students embody our core values and are well rounded, self-directed, lifelong learners in an ever changing world.

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 teacher conferences will be held during the 1st and 3rd quarter report card distribution days. They will be held within the school building for 6 hours.

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

Reports will be given every 5 weeks on our Crown Data Day.

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

Staff are to have an open door policy during non principal directed prep times and it is suggested that they offer opportunities for parent to speak staff before or after school shortly after arrival and dismissal. Parents can set appointments to speak with any staffmember including administration.

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 can apply to be a level 1 or level 2 volunteer with Chicago Public Schools, After they are cleared, at the discretion of the Principal, volunteers can be utilized as staff see fit.

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

Parents will be given the opportunity to be involved in every area of our schools improvement via a constant line of communication.

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

Parents are invited to attend parent sessions, attend LSC meetings, and attend PAC meetings. They can also attend all meetings involving their child.

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

Students will have 1:1 conferences with their teachers, goal-set, and track and monitor their own progress. We hope that this will motivate our students.

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.

Throughout the SY20-21 school year, parents will engage in trainings on early literacy, common core standards, best practices on home help, community partnerships, and self-selected topics of interest. Our goal is to have at least 50% of our families participate in school happenings.

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

Account(s)

Description

Allocation

Account	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1517.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$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