

# Frazier Prospective IB Magnet ES 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
10/03/2019	ILT members	SEF Priorities, Data analysis, Attendance
11/07/2019	ILT members	SEF Priorities, Data analysis, Attendance
12/05/2019	ILT members	SEF Priorities, Data analysis, Attendance
01/16/2020	ILT members	SEF Priorities, Data analysis, Attendance
09/30/2020	ILT members	CIWP, SEF Priorities, Data analysis, Attendance data (09-08/ 09-30)
	ILT members	SEF Priorities, Data analysis, Attendance
07/11/2019	LSC	CIWP -Organizational Meeting
09/23/2019	LSC	CIWP -SEF Priorities,
11/13/2019	LSC	SQRP, State of School Address, CIWP -SEF Priorities,
12/11/2019	LSC	CIWP -SEF Priorities, SEL, Parent Engagement
01/22/2020	LSC	CIWP -SEF Priorities, Parent Engagement

## 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)
- 3 Enable staff to focus and prioritize what matters most
- 3 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 4 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
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 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
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 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:**
- 3 - Instruction
  - 4 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
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 4 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)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 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)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 4 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)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 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)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 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
  - 3 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)

- 4 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)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Dashboard and internal reporting is where we obtain evidence
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 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)
  - 4 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
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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	Vocabulary Acquisition among all students
Root Cause 1	Lack of explicit teaching of roots and academic vocabulary.
Area of Critical Need 1	Primary Literacy Attainment (2nd grade)
Root Cause 2	Lack of consistency of teaching foundational skills
Area of Critical Need 3	Math attainment specifically in Geometry
Root Cause 3	Lack of spiraling of concepts, consistency of small group instruction and rigorous student tasks

## Vision metrics



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>Vision: NWEA Attainment G2 (Reading)</p> <p>Although, we made great progress from 2019 we want to ensure that instructional strategies that were implemented, which led to the increase in student attainment, are maintained.</p>	Overall		55.00	60.00
	Male		40.00	45.00
<p>Vision: NWEA Attainment G2 (Math)</p> <p>Although, we made great progress from 2019 we want to ensure that instructional strategies that were implemented, which led to the increase in student attainment, are maintained.</p>	African American		60.00	65.00
	Overall		45.00	50.00
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>Although, we made great progress from 2019 we want to ensure that instructional strategies that were implemented, which led to the increase in student attainment, are maintained.</p>	Overall		62.20	65.00
	African American		63.00	65.00
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>Although, we made great progress from 2019 we want to ensure that instructional strategies that were implemented, which led to the increase in student attainment, are maintained.</p>	African American		59.00	63.00
	Overall		59.00	63.00
(Blank)				

**Required metrics (Elementary) (33% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b>					

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
Scores from 5ES declined from 2018 except in supportive environment. This measure is mostly student reported. This is very important feedback and area for growth to ensure that structures are improved to allowing students to feel more supported					

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	design rigorous student tasks with an emphasis on citing textual evidence to defend hypothesis/test arguments
Then we see...	the presence of open-ended text dependent questions, vertically and horizontally aligned, interdisciplinary, inquiry and project based tasks.
which leads to...	Students engaging in a high level of discourse with their peers and greater engagement and understanding of complex content. The result will lead to an improvement in academic performance in classes as measured by off track data.
Budget Description	Continued IB funding will allow Frazier the time to plan and provide professional learning for staff to achieve goals outlined
Tags	Equity: Liberatory Thinking, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB
Action steps	<ul style="list-style-type: none"> <li>(On-Track) design rigorous interim IAR focus skill assessments. (Invest in Professional learning)</li> </ul> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> <li>(Not started) Review cross map of standards to IB units to ensure that all CCSS and NGSS standards are addressed</li> </ul> <p>Tags:Assessment: Curriculum Equity Initiative, MTSS: Curriculum &amp; Instruction</p>

## Strategy 2

If we do...	Develop a broad and balanced differentiated curriculum aligned to IB standards and practices and Common Core/NGSS, to support individual student learning needs.
Then we see...	The Frazier International Magnet community increase their use of IB language and behaviors (IB Learner Profile, Attributes, PYP Attitudes, ATL skills) in order to take ownership of all learning.
which leads to...	Greater student mastery of content and and self-efficacy. We will also see a "Strong" score in Peer Support for Learning and Academic Personalism on the 5 Essentials Survey.
Budget Description	Continued investments in staff professional learning (IB., equity) and student SEL curriculum.
Tags	MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Review and revise units of inquiry and ensure alignment to the IB new enhancements. (This would include addressing assessment)</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, MGIB: IB</p>

## Strategy 3

If we do...	Develop common IB formative and summative assessments and grading criteria through common planning time in order to have a fair and equitable assessment pol
Then we see...	Teachers will use assessment data to inform instruction.
which leads to...	an increase of the percentage of students achieving proficiency on assessments and 100% of units will have a variety of formative and summative assessments.
Budget Description	There is not a need for new investments (unless there is a large decrease in student enrollment therefore impacting SBB fund), however maintaining current levels of funding (i.e., IB, funding External grants 124,Extended day bucket) to support the IB program will allow for implementation of the strategies outlined.
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Revisit school wide grading policy - Specials, Gen.Ed., Diverse Learner and ensure alignment to equity initiative and IB enhancements</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment:</p>

## Action Plan

### Strategy 1

On-Track Apr 28, 2020

design rigorous interim IAR focus skill assessments. (Invest in Professional learning)

Oct 01, 2019 to Sep 30, 2021 - ILT, Teachers, consultant, Administration

Review cross map of standards to IB units to ensure that all CCSS and NGSS standards are addressed

Oct 01, 2019 to Sep 30, 2021 - IBC (IB Coordinator) Teachers

### Strategy 2

On-Track Apr 28, 2020

Review and revise units of inquiry and ensure alignment to the IB new enhancements. (This would include addressing assessment)

Mar 02, 2020 to Sep 30, 2021 - IBC, Head of School, teachers, counselor,

### Strategy 3

On-Track Apr 28, 2020

Revisit school wide grading policy - Specials, Gen.Ed., Diverse Learner and ensure alignment to equity initiative and IB enhancements

Oct 01, 2019 to Sep 30, 2021 - IBC, Head of School, and teachers

## 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.**

Based on the data from NWEA, DIBELS, IAR, ISA and ACCESS students are receiving small group, differentiated instruction and after school tutoring. Students receive MTSS. Additionally, a comprehensive needs assessment is conducted annually through parent survey, student survey, and staff meetings.

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

We've engaged in a cycle of continuous improvement. After analysis of data, we determined a problem of practice in math and literacy. Instructional strategies include small group and differentiated instruction in all content areas. We've implemented balanced literacy and school wide focus improving academic vocabulary in all content areas. We've structured our work around the TRU dimensions framework. The IB framework also provide students with opportunities to engage in high quality rigorous instruction through the units of inquiry and IB unit. Professional development has been provided for teachers on using Hess' cognitive rigor matrix to analyze curriculum, plan lessons and implement assessments. Webb's Depth of Knowledge (DOK) also provides teachers with another tool as they plan instruction and assessments with a focus on rigor and relevance. Curriculum has carefully be selected to ensure student have equitable opportunities to engage in high quality instruction.

### **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.**

We've fully implemented the MTSS model to ensure school-wide differentiated universal core instruction and social, emotional, behavioral supports at Tier 1; Tier 2 and Tier 2 supports are implemented to provide intensive and increasingly individualized interventions.

### **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).**

The MTSS framework provides students at-risk with personalized academic and social and behavioral supports. Additionally, diverse learners are involved in personalized small group instruction and after school tutoring. All students are encouraged to participate in extracurricular activities. Restorative practices have been implemented intentionally and systematically through MTSS to create culture change and ensure success.

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

Posting of openings include position expectations of high quality teaching and learning. ILT members participate in interviews. Candidates model a lesson in classroom or virtually due to school closure. We only hire highly-qualified teachers.

**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 is carefully selected as informed by various data sources. For example, data revealed a need to implement culturally responsive teaching, improvement assessment practices and rigor. Continuous improvement in IB framework as involves on going professional development for staff.

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

Principal routinely emails parents information about resources, trainings, etc. that will help them support their students. All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes. Parents volunteer at many events at the school including field trips, organizing events, assisting with student recruitment, etc.

**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.**

We do not have a preschool program.

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

ILT meet to develop balanced assessment rubric/protocol. Information is disseminated to grade level teams. Teachers created assessments to align with rubric developed.

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

The school offers after school tutoring by certified teachers daily in every subject. Daily push-in by ancillary teachers is also provided for teachers in reading and math

**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.**

Students are receiving the Cyberbullying and success bounds presentations throughout the year to help with peer pressure and . In addition, school participate in fruit and vegetable program which provides students with nutritional information. IB learner profile helps students to become global citizens

# ESSA Targeted Assistance Program

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## 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 parent involvement plan and policy will be accomplished through scheduled meetings (PAC) that will solicit input from parents/guardians regarding its contents. Topics of discussion and planning will include the scheduling of meetings, programs, and activities that will meet the needs of our parents.

**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**

The annual meeting and organizational meeting for parents was held on September 20, 2018 at 4:30 pm and 5:00 p.m. respectively. Members voted on officers discussed funds and developed a schedule for monthly meetings. Other ways to improve the parent involvement will be to involve as many parents as possible. The meetings are held after school when most parents are picking up students. The meetings were also adjusted to correspond with the dismissal time of the after school program to provide an opportunity for parents to attend who work. The meetings were also strategically adjusted to correspond with report card pick-up in the Fall and Spring.

**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/Guardians will engage in scheduled meetings each month. In addition, parents/guardians will be afforded many opportunities to meet with teachers as well as the administration regarding information related to their children. Open discussions regarding parental suggestions for student learning will be welcome. Parents will share ideas and offer suggestions of educational activities for their children as well as voting to attend parenting workshops. The school will share this information with the I.L.T. and strategize ways to best implement the activities suggested. This information is then disseminated to the grade bands by the ILT members. Teacher teams will provide input. The information is then brought back to the ILT and efforts are made to implement.

**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/Guardians will be notified, on a regular basis, of their child(ren's) academic progress. State assessments (individual score report) and NWEA data will be distributed to parents/guardians as soon as they become available to the school. DIBELS reports will also be sent home for parents during quarterly report card distribution dates. Teachers will share students' strengths in reading, math, language arts and other subjects.

**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/Guardians will receive letter notifications that will indicate their child(ren's) teacher(s) have/has a not "highly qualified" status of their credentials in accordance with Title I regulations. As part of the annual No Child Left Behind (NCLB) audit Principals are required to attest: Classroom teachers are assigned in IMPACT/SIM based on their current Illinois State Board of Education credentials Paraprofessionals attached to classroom teachers are assigned based upon their Illinois State Board of Education credentials (although not assigned in IMPACT/SIM). Parents are provided with the Right to Ask? letter. Parents who submit the letter are provided with a Right to Ask Response Form. Additionally, teacher certification is checked upon hire and on an annual basis by administration.

**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.**

All information regarding state academic standards and assessments will be disseminated to parents through scheduled meetings. Parent training on the use of the Parent Portal and assessment guidelines will continue to be a focus in order to provide support for our parents/guardians in regard to the progress monitoring of their child(ren)'s academic standing. Through annual school-wide events, such as



"Curriculum Night" and other monthly family night events (monthly Turning the Page nights ), parents and teachers will collaborate on how to create a culture of high academic standards and learning, both at home and school. Additionally, this information is shared in the Family handbook. The monthly family bulletin is provided to students and their families. The bulletin will explain to parents the importance of creating a partnership with teachers to monitor student's grades. Administration also hosts a family data night to explain achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I. This information is also shared at the annual Title 1 meeting.

**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.**

Parents/guardians are provided with the family newsletter will highlight and reemphasize the curriculum (including IB framework) that is designed to meet the diverse learning style of all students. Teachers will also share the resources that they make available to students in their classrooms in their family newsletter and/or syllabus. Progress reports also serve as a way to communicate the resources that are available to students. The PAC meeting will feature individuals or organizations that will assist parents with literacy training and student support. We also provide parents with mailings that we receive from Title 1 Westside collaborative meetings. Families are also provided with information about Parent University.

**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.**

Staff are provided with a weekly staff update which serves to educate and remind staff of the importance of establishing parent partnerships to ensure student success. Teachers are provided with information on the importance of these partnerships during weekly grade level meetings with administration. Staff are provided with research based information on the importance of engaging parents in the educational process so effect positive student learning outcomes. Staff participate in Network Professional Development. School staff will use class websites and newsletters to communicate with parents. Student Led Conferences and other school events will be used as opportunities to further develop our home-school partnership. Teachers will maintain ongoing contact with parents through email, phone calls and face to face meetings

**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.**

The family bulletin will include opportunities that parents can avail themselves to that will assist with encouraging and supporting parents more fully in their children's education. We will offer two scheduled prospective parent open house events (fall, spring) for

prospective parents/guardians to attend. Frazier international Magnet will conduct individual parent school tours, upon request, throughout the year. Information regarding Frazier programs and registration for early childhood (kindergarten) will be disseminated to families during these events. In addition, a fall "Curriculum Night" event will be held at Peirce to inform parents of the classroom curriculum for the year. Teachers and parents will formulate a working partnership to work in tandem toward targeted student academic goals. The Frazier website will also provide parents/guardians with useful academic resources, current school information, curriculum guidelines, and enrollment procedures

**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.**

Our Title 1 Annual meeting and Title 1 PAC Organizational meeting for parents will be held Tuesday, September 22, 2020 at 4:30 pm and 5:00pm respectively. Parents/Guardians receive monthly school newsletters with scheduled activities/events/meetings and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance in various events

### 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.)**

#### SCHOOL MISSION

Frazier International Magnet School encourages the development of inquiring, knowledgeable, and caring students. Diverse instructional strategies inspire all students to reach their full potential in academic performance that includes critical thinking in reading, math, science, technology, cultural awareness and character development. Frazier provides support for all students to become responsible citizens who function successfully in a global society.

#### SCHOOL VISION

All students at Frazier International Magnet school will model excellence through academic achievement in reading, math problem solving, science, technology, character development, and leadership. They will contribute to a global society by making a positive difference in the 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.**

Frazier International Magnet School will hold two Parent-Teacher Conferences in November, 2020 and April 2021. In addition, Frazier International School will hold one Curriculum Night event in September 2020. In addition, beginning in Fall 2020, all middle school students will be assigned a teacher high school placement coach. These teachers will hold one on one conferences with parents/guardians to guide them through the high school application process

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

All parents are required to sign up for Parent Portal. This electronic web-based vehicle allows parents to use the GradeBook parent portal to view student grades on a consistent basis. Parents can set a threshold for grade notification via parent portal. Faculty communicates with families regarding student academic progress via notes/letters, telephone calls, email, parent portal, agendas, parent meetings, and teacher-parent conferences. Faculty frequently provides families with teacher-generated classroom reports, assessment reports, six-week progress reports, and report cards. Teachers maintain a parent communication log to document all parental communications throughout the year.

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

Teachers are available to meet with parents by pre-arranged meetings. Parents and staff will meet in a private space (office/classroom) All parents are provided with teachers email and preferred contact information. Parents/Guardians will also have access to faculty members via student agendas, telephone, email, notices/letters, parent portal, school website to maintain consistent communication regarding student performance, academic achievement, absences/tardies, concerns and/or questions, and enrichment and extra-curricular opportunities throughout the year

**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.**

We ask that parents arrange the meeting time with teachers and upon arrival check in the office and obtain a name tag. Parents/Guardians are welcomed and encouraged to volunteer or observe in their child('s) classroom(s) upon request and with CPS approval. Our parent groups (PAC,LSC, ), offer our parents/guardians many opportunities to get involved or participate in school-sponsored activities/events and meetings throughout the academic year.

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

Parents/Guardians will support their child(s) learning by monitoring their child(s) grades, attendance (at least 97%) and tardies via the Parent Portal. classroom student progress reports communication and homework folders will be utilized to ensure completion of daily homework assignments via parent signatures. Parents/Guardians will be encouraged to maintain consistent communication with teachers by viewing current school information via newsletters, parent bulletin and, school website, and attendance at monthly parent meetings. Teachers are also expected to make calls regarding student absences. Teachers will also reach out to the parents (via email, phone call, seesaw, and text) of students that do not complete homework and class assignments as required.

**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 share their ideas and suggestions during the monthly Advisory (PAC,LSC) board. Meetings The principal is always open to parents concerns and suggestions for school improvement. Parents/Guardians will participate in decisions related to the education of their child(ren) during monthly meetings or on an individual basis with faculty and the administration. Parents/guardians on the Local School Council will continue to collaborate with the administration, community members, and faculty regarding policies regarding student academic progress and achievement.

**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 recite the expectations for expected behavior in the school creed on a daily basis. Students will exemplify the monthly International Baccalaureate Learner Profile that will be studied school-wide throughout the year. Students will maintain attendance above 95%. Students also set goals and monitor their assessment data of their Beginning of the year, (BOY) Middle of the year (MOY) and End of the year data (EOY). Students will also participate in the monthly Fine Dining with the principal for good attendance. Students with positive attitude are recognized by the monthly IB learner profile student of the month. Students with good grades receive honor recognition each quarter and at the annual awards assembly.

## Parent Budget (Complete)

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**

Our first and foremost goal is to develop a strong partnership with all of our parents to ensure that our students can be provided a 21st century global education. We will conduct monthly PAC meetings, continue to provide parent newsletter with instructional strategies, workshops on How to set-up the idea homework setting for your child, how to engage students in recreational reading, how to connect math with real world applications, parent training on understanding your child's assessment data, expand mindful practice workshop for parents for social emotional learning, training parents on the importance of rigor and inquiry in all disciplines, and how to provide academic and social emotional support for your middle school student and enhancing parents knowledge of the IB program.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$150.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$246.00
<b>54125</b>	<b>Consultants</b> 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
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$600.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS	\$100.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
<b>54565</b>	<b>Reimbursements</b> 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.	\$100.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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