

West Park Elementary Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/28/2020	Franklin, Williams, Staudohar, Wolff, Kenny, Aguilera, Cory, Asaf	SEF selection

Date	Participants	Topic
02/11/2020	Mapp, Englehardt, Chambers, Simon, Wolff, Staudohar, Jones, Kenny, Rose, Asaf	SEF self-assessment
02/18/2020	Pantoja, Aguilera, Ayala, Staudohar, Oliva, Englehardt, Rose, Williams, Jones, Alonzo, Asaf	SEF Priorities

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 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:**
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 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
- 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 1 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 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)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)

- 1 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 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)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 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)
- 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
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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	VISION: MATH ATTAINMENT G2-8 overall & AA Students
Root Cause 1	Lack of cohesive curriculum and instructional effectiveness
Area of Critical Need 2	VISION: READING ATTAINMENT G 2-8 overall & AA Students
Root Cause 2	Lack of Strong Tier 1 Instruction and vertical alignment
Area of Critical Need 3	% of Students making sufficient annual growth progress in ACCESS
Root Cause 3	Lack of effective ESL instruction across grade-levels

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) Currently, West Park Academy students have not been able to reach attainment per grade level for both the subjects of reading and math. There has also been minimal growth from Winter 2019-Winter 2020. In terms of students in 4th grade (Attainment: 213.5) , in the Winter of 2019, the mean RIT for math was a 191.5 compared to the Winter of 2020, which was a 198.1. In the Winter of 2019, the mean for 5th grade (Attainment: 221.4) students for math was 200.5 compared to 205.8 the Winter of 2020. The Winter 2019 mean RIT for math for 6th grade	Overall		37.20	42.20
	African American		27.40	34.40

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>(Attainment: 225.3) students was 202.3 compared to Winter 2020, 207.1. For 7th grade (Attainment: 228.6) students, the mean RIT for math in the Winter of 2019 was 208.7 compared to 212.7 for Winter 2020. Lastly, the mean RIT in 2019 for math for 8th grade (Attainment: 230.9) was 220.3 compared to 224.4 in the Winter of 2020. In terms of the compared data points, students grew from Winter 2019- Winter 2020 terms, but not enough holistically to meet attainment levels.</p>				
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>Currently, West Park Academy students have not been able to reach attainment per grade level for both the subjects of reading and math. There has also been minimal growth from Winter 2019-Winter 2020. In terms of students in 4th grade (Attainment: 205.9) , in the Winter of 2019, the mean RIT for reading was a 185.7 compared to the Winter of 2020, which was a 193.1. In the Winter of 2019, the mean for 5th grade (Attainment: 211.8) students for reading was 195.3 compared to 202.0 the Winter of 2020. The Winter 2019 mean RIT for reading for 6th grade (Attainment: 215.8) students was 199.5 compared to Winter 2020, 206.3. For 7th grade (Attainment: 218.2) students, the mean RIT for reading in the Winter of 2019 was 204.1 compared to 210.6 for Winter 2020. Lastly, the mean RIT in 2019 for reading for 8th grade (Attainment: 220.1) was 213.3 compared to 216.8 in the Winter of 2020. In terms of the compared data points, students grew from Winter 2019- Winter 2020 terms, but not enough holistically to meet attainment levels.</p>	Overall		51.70	53.70
	African American		41.00	45.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>There are currently 78.2% of Latino students who attend West Park Fine Arts Academy. Out of this percentage, 203 students are English Language Learners. Students are scoring below the English proficiency benchmark, which is why we plan to increase the mean score over the next two years.</p>	EL		33.30	37.30
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We received a "Partially Organized" rating in the 5Essentials and we would like to achieve an "Organized" rating. We will continue to work on creating a supportive environment and present opportunities for teacher collaboration.				4.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Hire a Math Coach to support best instructional practices
Then we see...	Cohesive math instructional practices across grade levels
which leads to...	students, including African American, Diverse and English Learners' growth and attainment improvement in math
Budget Description	
Tags	Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Post vacancy Tags:Talent (Not started) The Math Instructional Coach will develop fluid personalized professional development plans, a timeline to address the needs of the staff, and monitor the implementation of strategies within the classroom to target students, including African American, Diverse and English Learners on a consistent basis. Tags:Instruction, Math: Curriculum

- (Not started) The math instructional coach and teacher leaders will provide teachers with training on a systemic approach to solving real-world problems (Read, Draw, Write) as well as present models for teachers on how to encourage our students, including African American, Diverse and English Learners to share the strategy they used to the entire class. This will, in turn, promote student confidence and dismantle misconceptions.

Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access

- (Not started) The math instructional coach will monitor teachers to ensure that they are providing students, including African American, Diverse and English Learners with multiple opportunities to engage in application-based problems on a daily basis. This will provide ALL students with opportunities to solve these problems using various strategies that speak to the math aspects of rigor; heightening the opportunities for ALL students to engage in mathematical discourse.

Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access

- (Not started) Funds will be secured for Eureka Math instructional materials and manipulatives for ALL students, including African American, Diverse and English Learners. Professional development for teachers will be provided throughout the summer and fall of 2020 by Eureka Math specialists.

Tags:Math: Curriculum

- (Not started) The math instructional coach and the STEAM Innovation Specialist will monitor the mathematical concepts that will be incorporated throughout a variety of content areas to address the school's STEAM initiative to support ALL students, including African American, Diverse and English Learners.

Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access

- (Not started) The math instructional coach will ensure that mathematical instruction advances higher-level thinking and metacognition, providing ALL students, including African American, Diverse and English Learners with opportunities to take on multiple perspectives, construct new ideas, and engage in respectful discourse with their teachers and peers through monitoring and providing teachers with consistent feedback.

Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum

- (Not started) Age and developmentally-appropriate mathematical vocabulary will be used by all teachers and staff members. ALL students, including African American, Diverse and English Learners contribute to the correct use of academic vocabulary, with application across the disciplines when possible.

	<p>Tags:Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time. Ensure grades are not used as a form of punishment, control, or compliance. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Inspire a culture of collective responsibility for ALL students including African American, Diverse and English Learners to succeed academically and for building a safer and more supportive environment throughout the school, not just in individual classrooms. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Employ the skills to effectively manage change: use specific, consistent methods and channels for problem-solving and discussion, regularly and clearly communicate expectations for staff, actively model and foster a positive learning environment in which staff feel valued and are challenged to grow professionally. <p>Tags:</p>
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Strategy 2

If we do...	More personalized professional development and literacy coaching through a deeper understanding of PLCs, planning, collaboration time for classroom visits, and peer observations
Then we see...	Stronger and consistent Tier 1 instruction across grade-levels
which leads to...	increase in reading growth and attainment in ALL students, including African American, Diverse and English Learners
Budget Description	
Tags	Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> (Not started) Have Literacy Instructional Coach develop personalized professional development plans and timeline. <p>Tags:Instruction, Literacy: Shift 4-21st Century Professional Learning</p>

- (Not started) The instructional coach will monitor the use of the MyView/My Perspectives leveled reading materials used during guided reading group instruction that is delivered on a weekly basis and provide teachers with feedback.

Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Through weekly guidance and support from the Instructional coach and teacher leaders, teachers will use My View/My Perspectives to provide ALL students, including African American, Diverse and English Learners with Tier One instruction on a daily basis and incorporate student choice of books for the independent reading scheduled time.

Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) The instructional coach will monitor and support teachers and how they encourage ALL students, including African American, Diverse and English Learners responsibility for ensuring their voices are heard in the discourse and that ALL students are listening and responding to questions and answers from their teacher and peers. Teachers will also require ALL students to cite textual evidence to support/develop a claim.

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences

- (Not started) Teachers will provide opportunities for ALL students, including African American, Diverse and English Learners to create authentic work for real audiences (beyond the teacher): such as oratory competitions to motivate them to meet standards and engage in critique and revision.

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing

- (Not started) Teachers will use MyView/ MyPerspectives to provide a culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate ALL students, including African American, Diverse and English Learners' communities, culture, history, and language.

Tags:Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) The Instructional Coach and teachers will collaborate to ensure that text collections include a balance of "mirrors and windows", texts in which ALL students, including African American, Diverse and English Learners can find themselves and their experiences reflected, as well as texts that offer students a broad range of content knowledge and perspectives on the wider world.

Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts

- (Not started) Teachers will choose a variety of authors that provide diverse viewpoints reflective of the gender, racial, ethnic, and socioeconomic diversity of our society, and content often reflects contemporary issues relevant to local communities within text collections.

Tags:Instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) The ELPT will provide weekly support to teachers to assist with necessary materials to support English Learners.

Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) The teachers and STEAM innovation specialist will collaborate to integrate technology into the classrooms and throughout the school to support ALL students, including African American, Diverse, and English Learners with their learning experiences.

Tags:Instruction, Literacy: Key Practice #5-Creating Content in a Digital Environment

- (Not started) The instructional coach will monitor and provide feedback, through small group instruction, to teachers who will continue to balance critical foundational reading skill instruction with the reading of rich, engaging, and complex texts, within the curriculum, to simultaneously develop strong comprehension skills and a love of reading while ensuring ALL students, including African American, Diverse and English Learners can read accurately and fluently.

Tags:Instruction, OECE: P-2 Balanced Literacy

- (Not started) Teachers will create weekly lesson plans that include differentiated support for ALL students, including African American, Diverse and English Learners. These plans will be based on students' reading ability, include an objective, direct instruction, as well as a formative assessment.

Tags:Instruction, Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) Teachers will modify and enhance the MyView/MyPerspectives curriculum to ensure it is tailored to the strengths, needs, and interests of ALL students, including African American, Diverse and English Learners. Additionally, teachers will provide ALL students with opportunities to work with and engage in productive struggle with complex texts.

Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) During grade-level meetings, teachers will use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across the school. They will be particularly focusing on priority

	<p>group students (African American, Diverse and English Learners), to foster their development as strategic speakers, listeners, readers, and writers.</p> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Key Practice #3-Frequent Process-based Writing</p> <ul style="list-style-type: none"> • (Not started) The instructional coach and the STEAM innovation specialist will assist teachers with planning opportunities for meaningful project-based learning for ALL students, including African American, Diverse and English Learners on a quarterly basis. <p>Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) The instructional coach will monitor teachers' progress monitoring assessments that check for understanding for ALL students, including African American, Diverse and English Learners. Teachers will also change instructional practices based on the analysis of current data from multiple data points. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time. Ensure grades are not used as a form of punishment, control, or compliance. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Build the capacity of teacher teams to share expertise and responsibility that represent literacy, numeracy, science, civic engagement, STEAM, MTSS/BHT, Diverse and English Learners. Structure time for teacher teams to collaborate and learn together through professional inquiry around a common priority. Create systems and the culture to provide/accept collegial support and feedback via peer observations, and coaching. <p>Tags:</p>
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Strategy 3

If we do...	Have cohesive professional development and instructional materials suitable for our ELs
Then we see...	teachers applying effective ELD and sheltered instruction strategies
which leads to...	an increase in the % of English Learners making sufficient growth in the ACCESS test
Budget Description	

Tags	OLCE
Action steps	<ul style="list-style-type: none"> <p>• (Not started) Provides school-wide professional development, systems, and structures to support ELD development as well as language development in the gen ed classroom.</p> <p>Tags:Literacy: Shift 4-21st Century Professional Learning, OLCE</p> <p>• (Not started) Teaches will integrate opportunities for English learners to develop academic language to demonstrate mastery. This will gradually be implemented using platforms such as Google Classroom to record student responses. Teachers will integrate opportunities for English learners to develop academic language to demonstrate mastery for each content area.</p> <p>Tags:Instruction, OLCE</p> <p>• (Not started) Teachers will provide opportunities for all students to learn social and emotional skills, including empathy, social awareness, and relationship-building. By ensuring that students and teachers have strong relationships, students will feel more comfortable to express themselves verbally during instruction and social blocks of time.</p> <p>Tags:OLCE, OSEL: Supportive Classroom Environment</p> <p>• (Not started) The ELPT will support teachers to ensure that they are creating opportunities for students to express their knowledge of content-based vocabulary through speaking, writing, and minimal drawings.</p> <p>Tags:Instruction, OLCE</p> <p>• (Not started) The ELPT and PLT will understand research-based programs (i.e. Brain POP, RAZ Kids) to guide teachers in implementing to develop native language literacy for English learners.</p> <p>Tags:OLCE</p> <p>• (Not started) Based on most recent ACCESS data, the ELPT will support teachers who will provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment). Teachers will also make instructional adjustments to meet the needs of their English Learners on a consistent basis.</p> <p>Tags:Instruction, OLCE</p> <p>• (Not started) The ELPT will support the implementation of continuous improvement cycles to ensure staff uses new knowledge to improve practice and evaluate whether it is having the desired effect on practice and English Learner outcomes through an ongoing data collection system.</p>

	<p>Tags:Leadership for Continuous Improvement, Literacy: Shift 4-21st Century Professional Learning, OLCE</p> <ul style="list-style-type: none"> (Not started) The ELPT will assist the PLT with planning professional development sessions on Standard of Focus, Can Do descriptors, and plan with guidance from EL teachers. Samples of lessons with modifications and academic vocabulary included will be provided. <p>Tags:Instruction, Literacy: Shift 4-21st Century Professional Learning, OLCE</p> <ul style="list-style-type: none"> (Not started) The ELPT will support teachers in providing culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate English Learners' communities, culture, history, and language. <p>Tags:Equity: Liberatory Thinking, Literacy: Key Practice #4-Authentic Learning Experiences, OLCE, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Teachers and school staff will support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online venues. Students will share their feedback and perspectives with the civic leaders. <p>Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, OLCE</p> <ul style="list-style-type: none"> (Not started) Staff will use a variety of strategies to communicate with families at least once a month (e.g., phone calls, newsletters, Google Sites, the school website, face to face). Communication strategies are tailored to affirm family culture and to support individual linguistic needs. <p>Tags:Instruction, Family & Community Engagement, OLCE</p>
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Strategy 4

If we do...	Focus on Social Emotional Learning and Civic Engagement for ALL students, including African American, Diverse and English Learners
Then we see...	students who self-regulate and understand the concepts of empathy and diplomacy through cooperation
which leads to...	students who are self-aware and engage in self-advocacy and equitable practices.
Budget Description	
Tags	OSEL: Supportive and Equitable Discipline Practices

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Empathy and advocacy-based cooperative projects throughout the year, throughout all grade levels for ALL students, including African American, Diverse and English Learners. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) ALL students, including African American, Diverse and English Learners will engage in school-wide election processes <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> • (Not started) ALL students, including African American, Diverse and English Learners will be given the opportunity to engage in school decisions and improvements through their K-8th grade student voice committee representatives <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> • (Not started) Afterschool and enrichment opportunities in civic engagement areas (such as debate, speech competitions, mural painting) will be offered to ALL students, including African American, Diverse and English Learners. <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> • (Not started) Teachers will explicitly model effective strategies and provide ample opportunities for ALL students, including African American, Diverse and English Learners to engage with Restorative Practices as part of their classroom management plan. <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) West Park will maintain a Dean of Students who will support school-wide restorative practices for ALL students, including African American, Diverse and English Learners. <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) The local school council (LSC) will actively and productively be involved in supporting SEL initiatives and improvements to school climate at West Park Academy. We will host consistent PBIS assemblies at least twice a year (BOY and returning from winter break) and PBIS monthly activities and quarterly celebrations for ALL students, including African American, Diverse and English Learners. <p>Tags:OSEL: Supportive School Environment</p>
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	<ul style="list-style-type: none"> (Not started) Every classroom will have posted school-wide and classroom expectations <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Ensure that the physical surroundings of our school convey a positive, student-centered school environment (school campus is clean and inviting, positive examples of student work are prominently displayed and reflect diverse backgrounds of ALL students, including African American, Diverse and English Learners, the school's vision, mission, and expectations for the school community are displayed along with positive messages) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Empower others to make or influence significant decisions by building shared leadership structures and opportunities for training and development, using specific, consistent methods and channels for problem-solving and discussion, acknowledging all staff for their positive contribution to the school community. <p>Tags:</p>
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Strategy 5

If we do...	If we train teachers on the process for correctly implementing and utilizing MTSS
Then we see...	then we will see students making progress or receiving further academic or behavioral support
which leads to...	which will lead to targeted instructional support coupled with an increase in ALL students, including African American, Diverse, and English Learners' growth and attainment.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) During the months of June and July, the MTSS team will develop an MTSS framework and process that West Park will follow. <p>Tags: MTSS, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) During the month of July, the MTSS team will develop a Menu of Interventions that clearly outlines the supports, resources, system and structures for all Tiers to present to teachers at the beginning of the school year during the August professional development meeting.

	<p>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) During the month of August, teachers will be informed on MTSS framework and will be provided professional development training on the MTSS process and implementation expectations. <p>Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) Teachers will receive ongoing professional development on using appropriate interventions and progress monitoring methods/tools. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) MTSS and BHT Teams will meet weekly to review any new referrals and meet with teachers to go through the Problem Solving Process and create intervention plans that will be communicated to families. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) During the months of September to June, teachers will receive ongoing individualized support when they are implementing the MTSS process through check-ins with the MTSS team. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) Enable staff to focus and prioritize what matters most by buffering them from external distractions to the school's priorities and goals, focusing school improvement goals to a few high leverage activities, and prioritizing teaching rigorous content and engaging ALL students in learning, including African American, Diverse and English Learners. <p>Tags:</p>
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Action Plan

Strategy 1

Post vacancy

May 15, 2020 to Jun 30, 2020 - Principal and Math PLC

The Math Instructional Coach will develop fluid personalized professional development plans, a timeline to address the needs of the staff, and monitor the implementation of strategies within

the classroom to target students, including African American, Diverse and English Learners on a consistent basis.

Sep 08, 2020 to Sep 30, 2020 - Math Coach Math PLC Principal

The math instructional coach and teacher leaders will provide teachers with training on a systemic approach to solving real-world problems (Read, Draw, Write) as well as present models for teachers on how to encourage our students, including African American, Diverse and English Learners to share the strategy they used to the entire class. This will, in turn, promote student confidence and dismantle misconceptions.

Sep 08, 2020 to Jun 17, 2022 - Math Coach Math PLC Principal

The math instructional coach will monitor teachers to ensure that they are providing students, including African American, Diverse and English Learners with multiple opportunities to engage in application-based problems on a daily basis. This will provide ALL students with opportunities to solve these problems using various strategies that speak to the math aspects of rigor; heightening the opportunities for ALL students to engage in mathematical discourse.

Sep 08, 2020 to Jun 17, 2022 - Math Instructional Coach Principal

Funds will be secured for Eureka Math instructional materials and manipulatives for ALL students, including African American, Diverse and English Learners. Professional development for teachers will be provided throughout the summer and fall of 2020 by Eureka Math specialists.

Jun 24, 2020 to Jun 30, 2020 - Math Instructional Coach Principal

The math instructional coach and the STEAM Innovation Specialist will monitor the mathematical concepts that will be incorporated throughout a variety of content areas to address the school's STEAM initiative to support ALL students, including African American, Diverse and English Learners.

Sep 08, 2020 to Jun 17, 2022 - Math Instructional Coach, STEAM Innovation Specialist, Principal

The math instructional coach will ensure that mathematical instruction advances higher-level thinking and metacognition, providing ALL students, including African American, Diverse and English Learners with opportunities to take on multiple perspectives, construct new ideas, and engage in respectful discourse with their teachers and peers through monitoring and providing teachers with consistent feedback.

Sep 08, 2020 to Jun 17, 2022 - Math Instructional Coach Principal

Age and developmentally-appropriate mathematical vocabulary will be used by all teachers and staff members. ALL students, including African American, Diverse and English Learners contribute to the correct use of academic vocabulary, with application across the disciplines when possible.

Sep 08, 2020 to Jun 17, 2022 - Math Instructional Coach Principal STEAM Innovation Specialist

Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time. Ensure grades are not used as a form of punishment, control, or compliance.

Sep 08, 2020 to Jun 17, 2022 - Math Instructional Coach Principal

Inspire a culture of collective responsibility for ALL students including African American, Diverse and English Learners to succeed academically and for building a safer and more supportive environment throughout the school, not just in individual classrooms.

Sep 08, 2020 to Jun 17, 2022 - Principal Instructional Coaches Teacher Leaders

Employ the skills to effectively manage change: use specific, consistent methods and channels for problem-solving and discussion, regularly and clearly communicate expectations for staff, actively model and foster a positive learning environment in which staff feel valued and are challenged to grow professionally.

Aug 24, 2020 to Jun 17, 2022 - Principal Instructional Coaches Teacher Leaders

Strategy 2

Have Literacy Instructional Coach develop personalized professional development plans and timeline.

Jul 01, 2020 to Aug 21, 2020 - Instructional Coach, Principal

The instructional coach will monitor the use of the MyView/My Perspectives leveled reading materials used during guided reading group instruction that is delivered on a weekly basis and provide teachers with feedback.

Sep 08, 2020 to Jun 17, 2022 - Instructional Coach, Principal

Through weekly guidance and support from the Instructional coach and teacher leaders, teachers will use My View/My Perspectives to provide ALL students, including African American, Diverse and English Learners with Tier One instruction on a daily basis and incorporate student choice of books for the independent reading scheduled time.

Sep 08, 2020 to Jun 17, 2022 - Instructional Coach Principal Teacher Leaders

The instructional coach will monitor and support teachers and how they encourage ALL students, including African American, Diverse and English Learners responsibility for ensuring their voices are heard in the discourse and that ALL students are listening and responding to questions and answers from their teacher and peers. Teachers will also require ALL students to cite textual evidence to support/develop a claim.

Sep 08, 2020 to Jun 18, 2021 - Instructional Coach Principal

Teachers will provide opportunities for ALL students, including African American, Diverse and English Learners to create authentic work for real audiences (beyond the teacher): such as oratory competitions to motivate them to meet standards and engage in critique and revision.

Sep 08, 2020 to Jun 17, 2022 - Teachers Instructional Coach Principal

Teachers will use MyView/ MyPerspectives to provide a culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate ALL students, including African American, Diverse and English Learners' communities, culture, history, and language.

Sep 08, 2020 to Jun 18, 2021 - Teachers Instructional Coach Principal

The Instructional Coach and teachers will collaborate to ensure that text collections include a balance of "mirrors and windows", texts in which ALL students, including African American, Diverse and English Learners can find themselves and their experiences reflected, as well as texts that offer students a broad range of content knowledge and perspectives on the wider world.

Sep 08, 2020 to Jun 17, 2022 - Teachers Instructional Coach Principal

Teachers will choose a variety of authors that provide diverse viewpoints reflective of the gender, racial, ethnic, and socioeconomic diversity of our society, and content often reflects contemporary issues relevant to local communities within text collections.

Sep 08, 2020 to Jun 17, 2022 - Teachers Instructional Coach Principal

The ELPT will provide weekly support to teachers to assist with necessary materials to support English Learners.

Sep 08, 2020 to Jun 17, 2022 - ELPT Principal Instructional Coach

The teachers and STEAM innovation specialist will collaborate to integrate technology into the classrooms and throughout the school to support ALL students, including African American, Diverse, and English Learners with their learning experiences.

Sep 08, 2020 to Jun 17, 2022 - STEAM Innovation Specialist Instructional Coach Principal Teachers

The instructional coach will monitor and provide feedback, through small group instruction, to teachers who will continue to balance critical foundational reading skill instruction with the reading of rich, engaging, and complex texts, within the curriculum, to simultaneously develop strong comprehension skills and a love of reading while ensuring ALL students, including African American, Diverse and English Learners can read accurately and fluently.

Sep 08, 2020 to Jun 17, 2022 - Instructional Coach Principal

Teachers will create weekly lesson plans that include differentiated support for ALL students, including African American, Diverse and English Learners. These plans will be based on students' reading ability, include an objective, direct instruction, as well as a formative assessment.

Sep 08, 2020 to Jun 17, 2022 - Instructional Coach Teachers Principal

Teachers will modify and enhance the MyView/MyPerspectives curriculum to ensure it is tailored to the strengths, needs, and interests of ALL students, including African American, Diverse and English Learners. Additionally, teachers will provide ALL students with opportunities to work with and engage in productive struggle with complex texts.

Sep 08, 2020 to Jun 18, 2021 - Instructional Coach Teachers Principal

During grade-level meetings, teachers will use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across the school. They will be particularly focusing on priority group students (African American, Diverse and English Learners), to foster their development as strategic speakers, listeners, readers, and writers.

Sep 08, 2020 to Jun 17, 2022 - Instructional Coach Teachers Principal

The instructional coach and the STEAM innovation specialist will assist teachers with planning opportunities for meaningful project-based learning for ALL students, including African American, Diverse and English Learners on a quarterly basis.

Sep 08, 2020 to Jun 17, 2022 - Instructional Coach STEAM Innovation Specialist Teachers Principal

The instructional coach will monitor teachers' progress monitoring assessments that check for understanding for ALL students, including African American, Diverse and English Learners. Teachers will also change instructional practices based on the analysis of current data from multiple data points.

Sep 08, 2020 to Jun 17, 2022 - MTSS Team Teachers Instructional Coach Principal

Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time. Ensure grades are not used as a form of punishment, control, or compliance.

Sep 08, 2020 to Jun 17, 2022 - Literacy Instructional Coach Principal

Build the capacity of teacher teams to share expertise and responsibility that represent literacy, numeracy, science, civic engagement, STEAM, MTSS/BHT, Diverse and English Learners. Structure time for teacher teams to collaborate and learn together through professional inquiry around a common priority. Create systems and the culture to provide/accept collegial support and feedback via peer observations, and coaching.

Aug 24, 2020 to Jun 17, 2022 - Principal Instructional Coaches Teachers

Strategy 3

Provides school-wide professional development, systems, and structures to support ELD development as well as language development in the gen ed classroom.

Jul 01, 2020 to Aug 21, 2020 - ELPT Instructional Coach Teacher Leader Principal

Teachers will integrate opportunities for English learners to develop academic language to demonstrate mastery. This will gradually be implemented using platforms such as Google Classroom to record student responses. Teachers will integrate opportunities for English learners to develop academic language to demonstrate mastery for each content area.

Sep 07, 2020 to Jun 16, 2022 - Teachers Instructional Coach Principal

Teachers will provide opportunities for all students to learn social and emotional skills, including empathy, social awareness, and relationship-building. By ensuring that students and teachers have strong relationships, students will feel more comfortable to express themselves verbally during instruction and social blocks of time.

Sep 08, 2020 to Jun 16, 2022 - ELPT Teachers Principal

The ELPT will support teachers to ensure that they are creating opportunities for students to express their knowledge of content-based vocabulary through speaking, writing, and minimal drawings.

Sep 08, 2020 to Jun 16, 2022 - ELPT Teachers Principal

The ELPT and PLT will understand research-based programs (i.e. Brain POP, RAZ Kids) to guide teachers in implementing to develop native language literacy for English learners.

Sep 08, 2020 to Jun 16, 2022 - ELPT PLT Principal Teachers

Based on most recent ACCESS data, the ELPT will support teachers who will provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment). Teachers will also make instructional adjustments to meet the needs of their English Learners on a consistent basis.

Sep 08, 2020 to Jun 16, 2022 - ELPT Teachers Principal Instructional Coach

The ELPT will support the implementation of continuous improvement cycles to ensure staff uses new knowledge to improve practice and evaluate whether it is having the desired effect on practice and English Learner outcomes through an ongoing data collection system.

Sep 08, 2020 to Jun 16, 2022 - ELPT PLT Teachers Instructional Coach Principal

The ELPT will assist the PLT with planning professional development sessions on Standard of Focus, Can Do descriptors, and plan with guidance from EL teachers. Samples of lessons with modifications and academic vocabulary included will be provided.

Sep 08, 2020 to Jun 16, 2022 - ELPT Teachers PLT Instructional Coach Principal

The ELPT will support teachers in providing culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate English Learners' communities, culture, history, and language.

Sep 08, 2020 to Jun 16, 2022 - ELPT Teachers Principal

Teachers and school staff will support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online venues. Students will share their feedback and perspectives with the civic leaders.

Sep 08, 2020 to Jun 16, 2022 - Teachers ELPT Principal Instructional Coach

Staff will use a variety of strategies to communicate with families at least once a month (e.g., phone calls, newsletters, Google Sites, the school website, face to face). Communication strategies are tailored to affirm family culture and to support individual linguistic needs.

Sep 08, 2020 to Jun 16, 2022 - ELPT Teachers Principal

Strategy 4

Empathy and advocacy-based cooperative projects throughout the year, throughout all grade levels for ALL students, including African American, Diverse and English Learners.

Sep 08, 2020 to Jun 18, 2021 - STEAM Innovation Specialist, teachers

ALL students, including African American, Diverse and English Learners will engage in school-wide election processes

Sep 08, 2020 to Jan 30, 2021 - Social Science Teachers

ALL students, including African American, Diverse and English Learners will be given the opportunity to engage in school decisions and improvements through their K-8th grade student voice committee representatives

Oct 20, 2020 to Jun 17, 2022 - Administration, Student Council teacher lead

Afterschool and enrichment opportunities in civic engagement areas (such as debate, speech competitions, mural painting) will be offered to ALL students, including African American, Diverse and English Learners.

Oct 05, 2020 to Jun 17, 2022 - After School Coordinator, Teachers and staff

Teachers will explicitly model effective strategies and provide ample opportunities for ALL students, including African American, Diverse and English Learners to engage with Restorative Practices as part of their classroom management plan.

Sep 08, 2020 to Jun 17, 2022 - Teachers, students, Dean of Students, staff

West Park will maintain a Dean of Students who will support school-wide restorative practices for ALL students, including African American, Diverse and English Learners.

Sep 08, 2020 to Jun 17, 2022 - Principal

The local school council (LSC) will actively and productively be involved in supporting SEL initiatives and improvements to school climate at West Park Academy. We will host consistent PBIS assemblies at least twice a year (BOY and returning from winter break) and PBIS monthly

activities and quarterly celebrations for ALL students, including African American, Diverse and English Learners.

Sep 08, 2020 to Jun 17, 2022 - Culture and Climate Committee LSC

Every classroom will have posted school-wide and classroom expectations

Sep 08, 2020 to Sep 18, 2020 - Principal Instructional Coaches Teacher Leaders

Ensure that the physical surroundings of our school convey a positive, student-centered school environment (school campus is clean and inviting, positive examples of student work are prominently displayed and reflect diverse backgrounds of ALL students, including African American, Diverse and English Learners, the school's vision, mission, and expectations for the school community are displayed along with positive messages)

Aug 24, 2020 to Jun 17, 2022 - Principal ESPs Teachers

Empower others to make or influence significant decisions by building shared leadership structures and opportunities for training and development, using specific, consistent methods and channels for problem-solving and discussion, acknowledging all staff for their positive contribution to the school community.

Aug 24, 2020 to Jun 17, 2022 - Principal Instructional Coaches

Strategy 5

During the months of June and July, the MTSS team will develop an MTSS framework and process that West Park will follow.

Jun 01, 2020 to Jul 27, 2020 - MTSS Team, Principal

During the month of July, the MTSS team will develop a Menu of Interventions that clearly outlines the supports, resources, system and structures for all Tiers to present to teachers at the beginning of the school year during the August professional development meeting.

Jul 01, 2020 to Jul 31, 2020 - MTSS Team, Principal

During the month of August, teachers will be informed on MTSS framework and will be provided professional development training on the MTSS process and implementation expectations.

Aug 24, 2020 to Sep 08, 2020 - MTSS Team, Principal

Teachers will receive ongoing professional development on using appropriate interventions and progress monitoring methods/tools.

Aug 31, 2020 to Jun 10, 2022 - MTSS Team, Principal

MTSS and BHT Teams will meet weekly to review any new referrals and meet with teachers to go through the Problem Solving Process and create intervention plans that will be communicated to families.

Aug 31, 2020 to Jun 10, 2022 - MTSS Team, Principal

During the months of September to June, teachers will receive ongoing individualized support when they are implementing the MTSS process through check-ins with the MTSS team.

Sep 08, 2020 to Jun 11, 2021 - MTSS Team, Principal

Enable staff to focus and prioritize what matters most by buffering them from external distractions to the school's priorities and goals, focusing school improvement goals to a few high leverage activities, and prioritizing teaching rigorous content and engaging ALL students in learning, including African American, Diverse and English Learners.

Aug 24, 2020 to Jun 17, 2022 - Principal Instructional Coaches Teacher Leaders

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.

Currently, West Park Academy students have not been able to reach attainment per grade level for both the subjects of reading and math. There has also been minimal growth from Winter 2019-Winter 2020. In terms of students in 4th grade (Attainment: 205.9), in the Winter of 2019, the mean RIT for reading was 185.7 compared to the Winter of 2020, which was a 193.1. In the Winter of 2019, the mean for 5th grade (Attainment: 211.8) students for reading was 195.3 compared to 202.0 in the Winter of 2020. The Winter 2019 mean RIT for reading for 6th grade (Attainment: 215.8) students was 199.5 compared to Winter 2020, 206.3. For 7th grade (218.2) students, the mean RIT for reading in the Winter of 2019 was 204.1 compared to 210.6 for Winter 2020. Lastly, the mean RIT in 2019 for reading for 8th grade (Attainment: 220.1) was 213.3 compared to 216.8 in the Winter of 2020. In terms of the compared data points, students grew from Winter 2019- Winter 2020 terms, but not enough holistically to meet attainment levels.

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

- Create a culture of physical and emotional safety for both students and staff
- Advance teacher capacity and access to curriculum materials to strengthen literacy and math instruction
- Provide professional development that will focus on ELD students to help them achieve English proficiency.

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 will hire a math coach and introduce the use of Eureka Math as a research-based curriculum. This will promote cohesive math instructional practices across grade levels that will impact student learning. Create a schedule that allows collaboration to facilitate grade-level and vertical alignment. We want to ensure the teachers know how to effectively use formative assessments and create equitable access for students as they are exposed to rigorous tasks.

Provide personalized professional development and literacy coaching through PLCs, planning, collaboration time for classroom visits, peer observations to establish stronger and consistent tier 1 instruction across grade-levels

Provide professional development and instructional materials suitable for our ELs. Our teachers need to apply effective ELD and shelter instruction strategies to increase the % of students making sufficient growth in the ACCESS test.

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).

West Park Fine Arts Academy is devoted to serving the whole child. There are a plethora of systems in place to address the needs of all students, especially those students who are at risk. At West Park Academy, our full-time clinical staff ensures that the needs of these students are met on a weekly basis. The clinical staff includes two social workers, counselor, and Dean. Our social workers provide students with one-on-one opportunities to express themselves and issues that arise, whether personal or academic based. They then are taught coping strategies to manage their emotions in healthy ways. The counselor collaborates with teachers to ensure that students are successful. This is done through the monitoring of grades, conducting parent meetings based on academic progress, as well as educating students about being college and career ready. The dean of students also collaborates well with teachers in order to conduct restorative conversations with students when they are unable to regulate their emotions. He is able to oversee and repair any emotional damage that has taken place within the classroom; between students or the student and teacher. We have small group instruction, MTSS, tutoring, after school programs, mentoring, counseling, Success Bound, Naviance, Junior Achievement, STEAM Education.

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

We cultivate talent within our staff, we promote from within when possible, interview teacher candidates in teams, we check references and ISBE credentials.

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.

Instructional coaches are highly strategic and knowledgeable.

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

We will host STEAM nights, parent-child classes.

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.

Parent-child classes through a partner agency. Kick-Off to Kindergarten.

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.

We conduct the mandated voting sessions to have teachers select the assessment tools they feel will yield the best data to make instructional decisions.

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, after school programs/tutoring

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.

Three Prek classrooms, 100% free lunch, parent workshops in a variety of topics (internet safety, parenting, nutrition, etc.)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements,

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school will hold an annual meeting at a time convenient to parents 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

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The school will create a schedule of meeting dates in collaboration with all parent participants while providing a forum for the development, discussion, and review of ESSA, Title 1 parental involvement plans on October 13, 2020, at 3:00 pm. The organizational meeting will be held on October 13, 2020, at 3:30 pm. Parents will be surveyed to determine involvement activities desired. Information will be provided during Open House, Parent-Teacher Conferences, FaceBook, school website, Robocalls, and flyers. All meeting dates and activities will be posted on the school's website, ESSA/LSC bulletin boards, and written communications sent home with students.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will provide this information and solicit input during open house and student-teacher-parent conferences. Grade and subject-level teacher teams will engage in ongoing detailed curriculum and academic progress discussions with parents.

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.

The school will create a schedule of monthly meeting dates in collaboration with all parent participants while providing a forum for the development, discussion, and review of ESSA, Title 1 parental involvement plans. All meeting dates and activities will be posted on the school's website, ESSA/LSC bulletin boards, written communications sent home with students, Coffee with the Principal, ESSA, LSC, and PAC and BAC meetings.

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

This information will be distributed to the pertinent parents through email and/or mail.

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.

The school and the teachers will keep the parents informed through meeting and activities that will be posted on the school's website, ESSA/LSC bulletin boards, written communications sent home with students, Coffee with the Principal, ESSA, LSC, and PAC and BAC meetings.

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

The ESSA Title 1 parents will determine dates and times for academic presentations from various sources. The school will provide space, accommodations for meetings, and consultations if required. Other school organizations such as LSC, PAC, BAC, will provide ongoing collaborative communication, including monthly meetings and surveys about school programs.

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.

The ILT will determine dates and times for academic presentations from various sources to the staff on parent involvement. The school will provide space, accommodations for teacher and staff meetings, and consultations if required. We will provide ongoing collaborative communication, including quarterly meetings and surveys about parent outreach initiatives.

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.

All parents including early childhood will be informed and invited to participate in all school activities.

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

All literature will be written and communicated in the parents' home language and should be in a format easily understood. The ELPT will monitor parents' home language needs and provide support and translations where required. The bilingual staff will be listed in the office as a resource. Verbal/written parent communication will be done in both English and Spanish.

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.)

The Mission of West Park Academy of Fine Arts & Technology is to promote literacy improvement for all students while encouraging students, parents, & community members to become lifelong learners. All students will be provided a challenging academic program emphasizing reading improvement, use of current technologies, and the arts in a diverse and safe learning environment

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.

School-wide parent-teacher meetups are held during open house scheduled on September 18, 2020, and Parent-Teacher Conferences in November 2020 and April 2021, 2019. In February 2021 and June 18, 2021, Report Cards will be sent home.

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

Parent-teacher conferences are scheduled throughout the school year as requested by parents to provide them with current and frequent student progress. School-wide Progress Reports are sent home with students in October 2020, January 2021, March 2021, May 2021. Parent Portal updated regularly and Class Dojo.

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

Teachers are available for conferences during team meetings, preparation periods and parent-teacher conferences, as well as, scheduled during school hours with teacher and administrator approval.

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

Parents are encouraged to become school volunteers after receiving approval from CPS. The school will provide parent volunteers with a participation schedule in consultation with classroom teachers. Participation in Field Trips and planned activities also require that volunteers receive CPS clearance.

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

Parents are encouraged to view and monitor school activities on the school's website and FaceBook. Parents are provided with a Parent Handbook that outlines ways to help their children in school. Also, through workshops, parent-teacher conferences, and parent portal.

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

The teachers will invite parents to meet to support and plan for MTSS for students who need additional support. Parents are encouraged and solicited to participate in parent activities including the LSC, ESSA, PAC, BAC, and Coffe with the Principal. These committee meetings dates are posted and communicated through-out the school year by robocall, emails, and flyers sent home with students.

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 participate in Goal setting K-8th grade, individual, with teachers, the counselor, and parents. All students are encouraged daily to participate in school every day while wearing the school uniform of blue and gold. Students are provided with incentives for improved and perfect attendance. Students participate in student council activities and positive behavior interventions.

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.

Provide engaging activities to support parents with skills that will enhance students' success. We will see an increase of 10% on passing grades for students whose parents are participating in these activities.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$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.	\$1264.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$2000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$150.00
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 be used only by parents.	\$0.00
