

Andrew Jackson Elementary Language Academy 2020-2022 plan summary

Team

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Megan Anguiano	ELA/Social Science Teacher	mmanguiano@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	All Staff	SEF Evaluation
01/31/2020	ILT	SEF Ratings

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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 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
 - 3 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
 - 4 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

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 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:**
- 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
 - 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
 - 4 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 1 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 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:**
- 4 - 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)
 - 4 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)
- 4 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)
- 4 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 1 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)
- 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
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 2 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 4 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)

- 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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
 - 4 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 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: Instruction	2
2	Quality and Character of School Life: Relational Trust	4

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
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
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Quality and Character of School Life: Family & Community Engagement	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	Attainment of priority, sub-groups
Root Cause 1	Lack of PD in differentiation
Area of Critical Need 1	Reduction in office behavior referrals
Root Cause 2	Inconsistent application of positive behavior management
Area of Critical Need 3	Equitable grading practices and standards
Root Cause 3	inconsistent in waited measures and pacing

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) The metric was chosen because there is an attainment gap.	African American		50.00	60.00
	Latinx		70.00	80.00
Vision: NWEA Growth G3-8 (Math) The metric was chosen because there is growth gap.	African American		60.00	70.00
	Latinx		65.00	70.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) The metric was chosen due to gaps and inconsistencies across grade levels.	Overall		70.00	80.00
(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 Supportive and Equitable Approaches to Discipline and Relational Trust will increase and Office Referrals will decrease supported by office referral data and the 5 Essentials student survey data.				3.00	4.00

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...	develop systems and structures to support math teachers in delivering tiered supports through small group instruction with aligned resources and progress monitoring systems
Then we see...	stakeholders being more intentional with the usage of data, increase collaboration through effective PLCs, and an improvement in the quality of instruction driven by our ILT
which leads to...	50% of African American and 70% of Latinx students meeting or exceed NWEA Attainment. 60% of African American and 65% of Latinx students meeting or exceeding their NWEA growth projections in MATH
Budget Description	
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) Dedicated MTSS Block within the schedule with consistent research based interventions Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Create school-wide MTSS resource menu for Math Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Math: Curriculum, Math: Equitable Access • (Not started) Math Lead Teachers will assist with professional development, coaching, alignment and UBD to expand teacher capacity Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum, Math: Equitable Access • (Not started) 3-5 math teachers and administration will participate in math professional development provided by Network 6 and Math For All Tags:Math: Curriculum • (Not started) Monitor weekly grade level meetings to ensure priority group data, student work, progress monitoring and rit & small group instruction is shared and assessed (weekly focus).

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Analyze Math Fluency data quarterly to inform planning for instruction and academic supports <p>Tags:Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Implement School-wide Problem of the Month <p>Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Collaborate quarterly by cycle/department to vertically and horizontally align Math curriculum and plan for instruction <p>Tags:Math: Curriculum</p>
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Strategy 2

If we do...	If we provide our faculty and staff with clear systems and structures, professional development, and training to deliver SEL tiered supports with aligned resources and strategies
Then we see...	stakeholders being more effective with the usage of SEL resources and strategies, use of data, and an improvement in the trusting relationships
which leads to...	.By the end of each school year 2020-2022, student office referrals will be reduced by 25% and 5E will increase to Organized.
Budget Description	Professional Development training for teachers (Team Building, MTSS SEL, Restorative Justice, Student-Teacher Trust)
Tags	Supportive and Equitable Approaches to Discipline, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Provide MTSS SEL training including school-wide PBIS and expectations, Tier 2 and 3 process and supports <p>Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Implement SEL / Health block and aligned resources with fidelity - Second Step <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Participate in CPS OSEL provided Second Step training and grade specific Webinars

	<p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Utilize Responsive Classroom professional text, journal articles, and SEL experts to engage faculty and staff in SEL learning and best practices during GLT meetings <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) Collect, record, and monitor office student referrals <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) Create and assign CICO list <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) Conduct bi-monthly BHT meetings to outline supports for Tier 2 & 3 students, review survey results when appropriate to brainstorm ideas and determine action steps <p>Tags:ODLSS: Behavior Support</p> <ul style="list-style-type: none"> • (Not started) Conduct quarterly School Supportive Environment Survey for teachers and staff <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Conduct quarterly Student Culture and Climate survey- Mid-November, Beginning February, End of April, Mid June <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Counselor meets with classes who have 2 or more questions at 60% or less ?Yes? responses to conduct brainstorming session regarding responses and suggested improvements <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Conduct and analyze BOY Student Surveys and ODR data to gauge student input and student needs <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Participate in CHAMPS classroom management PD <p>Tags:OSEL: Supportive Classroom Environment</p>
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Strategy 3

If we do...	Provide systems and structures to differentiate instruction and training on culturally relevant practices
Then we see...	Stakeholders being more effective in meeting the needs of all students
which leads to...	closing the achievement gap for our priority groups and creating equity for our students.
Budget Description	
Tags	Supportive and Equitable Approaches to Discipline, Equity: Fair Policies and Systems, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	<ul style="list-style-type: none"> • (Not started) Provide a needs assessment to determine additional professional development on culturally practices that directly meets teachers needs for the 2020-2021 school year Tags:Equity: Fair Policies and Systems • (Not started) Utilize professional text, and journal articles around culturally relevant practices, and experts to engage faculty and staff in learning and best practices during GLT meetings Tags:Equity: Fair Policies and Systems • (Not started) Create culturally relevant math problems of the month Tags:Math: Rigorous Tasks, Math: Equitable Access • (Not started) Incorporate guest speakers into the classroom each semester Tags:Equity: Inclusive Partnerships • (Not started) Collaborate with world language teachers to provide quarterly cross-curricular lessons Tags:OLCE • (Not started) Provide opportunities for affective stimulation & opportunity for movement daily Tags:Equity: Fair Policies and Systems • (Not started) Incorporate content relevant to students' culture, culture and life experiences Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSEL: Supportive School Environment, Math: Equitable Access

Action Plan

Strategy 1

Dedicated MTSS Block within the schedule with consistent research based interventions

Jul 01, 2020 to Jul 31, 2020 - Scheduling Team Admin ILT teachers & mtss providers

Create school-wide MTSS resource menu for Math

Jul 01, 2020 to Oct 02, 2020 - MTSS Team Admin Teachers & MTSS providers

Math Lead Teachers will assist with professional development, coaching, alignment and UBD to expand teacher capacity

Jul 01, 2020 to Jun 30, 2021 - Math Lead Teachers Math PLC

3-5 math teachers and administration will participate in math professional development provided by Network 6 and Math For All

Jul 01, 2020 to Jun 30, 2021 - 3-5 math teachers AP

Monitor weekly grade level meetings to ensure priority group data, student work, progress monitoring and rit & small group instruction is shared and assessed (weekly focus).

Jul 01, 2020 to Jun 30, 2021 - Admin

Analyze Math Fluency data quarterly to inform planning for instruction and academic supports

Jul 01, 2020 to Jun 30, 2021 - Math PLC ILT

Implement School-wide Problem of the Month

Sep 08, 2020 to Jan 15, 2021 - Teachers- schoolwide Math PLC

Collaborate quarterly by cycle/department to vertically and horizontally align Math curriculum and plan for instruction

Jul 01, 2020 to Oct 30, 2020 - Math PLC ILT Teachers

Strategy 2

Provide MTSS SEL training including school-wide PBIS and expectations, Tier 2 and 3 process and supports

Jul 01, 2020 to Nov 30, 2020 - Behavioral Health Team ILT Counselor Admin

Implement SEL / Health block and aligned resources with fidelity - Second Step

Sep 07, 2020 to Oct 31, 2020 - Teachers Counselor

Participate in CPS OSEL provided Second Step training and grade specific Webinars

Jul 01, 2020 to Nov 30, 2020 - Teachers Counselor

Utilize Responsive Classroom professional text, journal articles, and SEL experts to engage faculty and staff in SEL learning and best practices during GLT meetings

Jul 01, 2020 to Jun 30, 2021 - Admin

Collect, record, and monitor office student referrals

Sep 07, 2020 to Jun 30, 2021 - Admin

Create and assign CICO list

Sep 14, 2020 to Jun 30, 2021 - Counselor teachers

Conduct bi-monthly BHT meetings to outline supports for Tier 2 & 3 students, review survey results when appropriate to brainstorm ideas and determine action steps

Aug 31, 2020 to Jun 30, 2021 - BHT

Conduct quarterly School Supportive Environment Survey for teachers and staff

Sep 07, 2020 to Oct 15, 2020 - Admin

Conduct quarterly Student Culture and Climate survey- Mid-November, Beginning February, End of April, Mid June

Nov 16, 2020 to Feb 15, 2021 - Counselor

Counselor meets with classes who have 2 or more questions at 60% or less ?Yes? responses to conduct brainstorming session regarding responses and suggested improvements

Dec 01, 2019 to Feb 28, 2020 - Counselor BHT Teachers

Conduct and analyze BOY Student Surveys and ODR data to gauge student input and student needs

Sep 07, 2020 to Sep 30, 2020 - Admin ILT BHT

Participate in CHAMPS classroom management PD

Jul 01, 2020 to Dec 31, 2020 - teachers

Strategy 3

Provide a needs assessment to determine additional professional development on culturally practices that directly meets teachers needs for the 2020-2021 school year

Aug 31, 2020 to Sep 04, 2020 - Admin ILT

Utilize professional text, and journal articles around culturally relevant practices, and experts to engage faculty and staff in learning and best practices during GLT meetings

Sep 07, 2020 to Jun 30, 2021 - Admin

Create culturally relevant math problems of the month

Aug 31, 2020 to Sep 30, 2020 - teachers math plc

Incorporate guest speakers into the classroom each semester

Aug 31, 2020 to Jun 30, 2021 - admin teachers

Collaborate with world language teachers to provide quarterly cross-curricular lessons

Aug 31, 2020 to Jun 30, 2021 - content area teachers world language teachers

Provide opportunities for affective stimulation & opportunity for movement daily

Aug 31, 2020 to Jun 30, 2021 - teachers

Incorporate content relevant to students? culture, culture and life experiences

Aug 31, 2020 to Jun 30, 2021 - Teachers

Fund Compliance

ESSA Program

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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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

N/A

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

N/A

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.

Andrew Jackson Language Academy CIWP Team Members will provide informational sessions on the development, feedback, approval, progress monitoring, and any adjustments to CIWP strategic priorities quarterly (September, November, April, and June) accompanied by academic data.

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.

Andrew Jackson Language Academy CIWP Team Members will provide informational sessions on the development, feedback, approval, progress monitoring, and any adjustments to CIWP strategic priorities quarterly (September, November, April, and June) accompanied by academic data.

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.

Andrew Jackson Language Academy administration will provide information on staff organization and report any teacher who is not highly qualified.

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

N/A

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.

Andrew Jackson Language Academy CIWP Team Members will provide informational sessions on the development, feedback, approval, progress monitoring, and any adjustments to CIWP strategic priorities quarterly (September, November, April, and June) accompanied by academic data and aligned resources.

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.

Andrew Jackson Language Academy CIWP Team Members will provide informational sessions on the development, feedback, approval, progress monitoring, and any adjustments to CIWP strategic priorities quarterly (September, November, April, and June) accompanied by academic data.

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

N/A

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

Andrew Jackson Language Academy CIWP Team Members will provide informational sessions on the development, feedback, approval, progress monitoring, and any adjustments to CIWP strategic priorities quarterly (September, November, April, and June) accompanied by academic data. Additionally, workshops will be provided to each grade level focused on strategies for success. Translations will be provided as necessary.

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.)

At Andrew Jackson Language Academy, our mission is:
for the entire school community to be teachers and learners
to create a safe environment that embraces individuality and celebrates diversity
to create global citizens by providing exemplary instruction and exposure to world languages
to find time for laughter, play, exercise, and reflection

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.

At Andrew Jackson Language Academy, conferences will occur twice a school-year (November and April) as scheduled by CPS Board of Education accompanied by student leadership binders / student-teacher led conferences. Additionally, conferences will occur throughout the year for off track students.

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

At Andrew Jackson Language Academy, mid quarter progress reports will occur during the 5th week of each quarter via progress report sent home to each student. Additionally ongoing parent and student meetings and workshops will be facilitated by our teachers to ensure that families understand the educational process here AJLA and feel supported and successful.

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

At Andrew Jackson Language Academy, staff members will be available for conferences to be agreed upon by teacher and parent based on availability. Staff members will provide student progress report and strategies for success during consultation with parents. Additionally ongoing parent and student meetings and workshops will be facilitated by our teachers to ensure that families understand the educational process here AJLA and feel supported and successful.

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.

At Andrew Jackson Language Academy, we encourage and expect parent participation in various forms. Parents and community members may sign up to volunteer in the classroom, in the school, after school events, and through various committees. Forms are distributed to seek participation at the beginning of the school year and as needed. Additionally ongoing parent and student meetings and workshops will be facilitated by our teachers to ensure that families understand the educational process here AJLA and feel supported and successful.

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

At Andrew Jackson Language Academy, we encourage and expect parents and students to be our partners in learning. Ongoing communication will occur on ways to support student attendance, homework, and classwork via email, phone call, or in person conferences. Additionally ongoing parent and student meetings and workshops will be facilitated by our teachers to ensure that families understand the educational process here AJLA and feel supported and successful.

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

At Andrew Jackson Language Academy, we encourage and expect parents and students to be our partners in learning. Ongoing communication will occur on ways to support student attendance, homework, and classwork via email, phone call, or in person conferences. Additionally ongoing parent and student meetings and workshops will be facilitated by our teachers to ensure that families understand the educational process here AJLA and feel supported and successful.

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).

At Andrew Jackson Language Academy, we encourage and expect parents and students to be our partners in learning. Ongoing communication will occur on ways to support student attendance, homework, and classwork via email, phone call, or in person conferences. Students will be held accountable via student participation in conferences. Additionally ongoing parent and student meetings and workshops will be facilitated by our teachers to ensure that families understand the educational process here AJLA and feel supported and successful.

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 goal is to use any encumbrance funds in 115 and 225 to purchase online resources and consumables for SY21 to ensure that foundational resources and skills be implemented at the start of the school year 2020-21. Additionally, our Parents Council organization will be assisting us with additional needs that arise to include costs for classroom and office supplies, resources, fairs and competitions, workshops, cultural celebrations, and afterschool events. Additionally ongoing parent and student meetings and workshops will be facilitated by our teachers to ensure that families understand the educational process here AJLA and feel supported and successful both academically and socially emotionally. Workshops are hands-on and will focus on literacy, math, science, social studies, world language, and skills/strategies. We do not receive Title 1 funds as reflected in the amounts below.

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

Account(s)

Description

Allocation

51130, 52130	<p>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.</p>	\$0.00
53405	<p>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.</p>	\$0.00
53205	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	\$0.00
54125	<p>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)</p>	\$0.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$0.00
54205	<p>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.</p>	\$0.00
54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.</p>	\$0.00