

Francisco I Madero Middle School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/17/2020	CIWP team members	Initial CIWP team meeting
01/23/2020	Madero Faculty. Parents, and community representatives	Obtain Faculty input based upon SEF
01/24/2020	CIWP team members	Second CIWP team meeting - Identify SEF Priorities
04/03/2020	CIWP Team Members	Root Cause Analysis
04/17/2020	CIWP Team Members	Establish theories of action on ciwp.cps.edu. Tag the appropriate Central Office offices and departments. Complete the Theory of Action self-assessment on ciwp.cps.edu.

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
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change

- 2 Make “safe practice” an integral part of professional learning
- 2 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Mission Statement, Data Analysis by Grade Level Teams (NWEA Test Result, On/Off Track Data, Attendance), PD based off teacher & student needs, Content Area/IB Team Meetings, IB Subject Group Overviews & Teacher Developed Units, Teacher led Flex Day PD. Technology Literacy (staff and students) Trainings, Technology Acquisition, Student/Teacher Schedules, IB Budget for teachers to attend trainings, IXL (math, reading, science, social studies), Enlace Programs, counselor/social worker documentation of outreach for community resources for students, Teacher Retention
- 2 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 2 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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:** ILT Rubric, ILT meetings held on a regular basis, Predetermined Agendas shared with members prior to meeting dates, ILT consists of & is representative of teacher groups, Data Analysis & Notes from meetings. PD & Flex Day Agendas/Presentations, Grade Level & Content Area Team Meetings, Coaching and Feedback Provided (IB Units & implementation, Arts Integration, best practices for meeting the needs of ELL & DL students), Collaborative Unit Development Time.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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:** Subject Group Overviews (curriculum maps), IB Units, Student Assessments, Advisory, PD/Flex Day & Team Meeting Agendas - curriculum development time/activities.
- 2 - Instruction

- 3 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
- 3 Provide students frequent, informative feedback
- 3 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
- 4 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:** Classroom arrangement & student grouping, IB unit plans, level texts, Spanish texts, IXL (math, reading, science, social studies), Saturday Math Academy (6th & 7th), Intervention & Acceleration classes w/ flexible grouping, Co. Teaching between Gen. & S.E. teachers, ELL Classes, integration of MTSS (for identified students). Differentiated Classroom Tasks/Texts, Technology integrated into learning experiences, SEPUP Science Curriculum, CMP4 Math Curriculum, RAZ Kids, IXL (math, reading, science, social studies), NewsELA, Books on Tape, Spanish Texts, Classroom Libraries (English & Spanish) to support all student subgroups (Gen. Ed., ELL, DL), Achieve 3000.
- 3 - 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
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Madero's School-wide Standardized I.B. Grading Policy, IB Units, Differentiated Assessments, Formative/Summative assessments, IXL (math, reading, science, social studies), Promotion of student/parent access to CPS Parent Portal, Cross-content writing grades.
- 2 - MTSS

- 3 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)
- 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** On/Off-Track monitoring, Grade Level Team meeting minutes & data (NWEA, On/Off-Track, Attendance) analysis spreadsheets, Student attendance analysis, Intervention & Acceleration classes, ELL classes, Math Academy, Advisory - 2nd Step. Need of teacher integration of MTSS interventions in classes and MTSS team.
- 3 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 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:** Student Daily Attendance, Naviance, High School Transition Plans for students w/ an IEP, IB Units (Approaches to Learning Skill development), Becoming A Man (B.A.M.), Saturday Math Academy, Parent Portal Registrations, High School presentations for students and parents to make better informed decisions.

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:** FiveEssentials Survey, Positive Behavior Intervention Strategies (P.B.I.S.), Community Academy Programs in partnership w/ Enlace (for students, parents, &

community members), Military Academy, Check-In/Out systems with identified students.

- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 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:** Community Academy Programs in partnership w/ Enlace programs after school for students, FiveEssentials Survey, Wall-to-Wall IB, IB Units (when student choice identified, authentic assessments), Arts Partnership, Student Surveys (gather data on student perspectives), Community based service learning projects integrated into IB units
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:** FiveEssential Survey, Positive Behavior Intervention Strategies (P.B.I.S.), school-wide transition/breakfast/recess/lunch procedures/supervision, ELSA training, Safety Protocols, School entrance procedures, After school detention system, Individual student behavioral plans, student access to counseling & social worker.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** FiveEssentials Survey, Dashboard misconduct data, Positive Behavior Intervention Strategies (P.B.I.S.), Parent contact records, increase of in-school counseling opportunities. MRI form. Behavioral Health Team.
- 3 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 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)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 4 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:** Records of Local School Council meetings, Parent contact records, Promotion of parent access to CPS Portal, FiveEssentials Survey, Parent volunteers (morning entrance, recess, lunch, special events), parent attendance to Student of the Month celebrations, Adult community workshops & classes through Title I, Bilingual Communication Meetings, Records of Coffee Club meetings, Report card pick-up records.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Relational Trust	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	25.6% of ELS Making Sufficient Annual Progress on ACCESS
Root Cause 1	Not enough consistent staff/ scheduling to identify the need and provide effective services. Staff was pulled for other duties in the building.
Area of Critical Need 1	Students with IEPs not meeting or exceeding National Average Growth Norms in Math. Result of 43rd percentile
Root Cause 2	Need a progress monitoring tool/ inconsistent across grade levels/ Reflecting on results and informing instruction.
Area of Critical Need 3	Students OVERALL not meeting National School Attainment Percentile in Math. Result of 50th percentile
Root Cause 3	No consistent up to date 6th-8th curriculum

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
	EL		33.04	39.74

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>Based on the SY19 result of 25.6% of Students Making Sufficient Annual Progress on ACCESS, we have set annual goals to to decrease the number of students not making sufficient annual progress by 10 percent each year. Given our success with collaborative meetings that concentrate on data-based decisions around English language acquisition instruction, incorporating Sheltered Instruction strategies, establishing a more intentional small group instruction, and hiring teachers with ESL and Bilingual Endorsements, we believe these goals are attainable. These goals also meet CPS expectations for SQRP growth.</p>				
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>Based on the SY19 result of 67.1 percent, we have set annual goals to reduce the percentage of students not meeting or exceeding National average growth norms by 10 percent each year. These goals are attainable and meet CPS expectations for SQRP growth.</p>	Overall		70.40	73.40
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Based on the SY19 National School Growth Percentile - Math result of 43rd percentile, we have set annual goals to reduce the percentage of students with IEPs not meeting or exceeding National average growth norms by 10 percent each year. Given our success with collaborative meetings that concentrate on data-based decisions around the individual needs of student with IEPs, increasing the level of rigor for all students, we believe these goals are attainable. These goals also meet CPS expectations for SQRP growth.</p>	Students with IEPs		48.70	53.83
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>Based on the SY19 National School Attainment Percentile - Reading result of 57th percentile, we have set annual goals to to decrease the number of students not meeting attainment by 10 percent each year.</p>	Overall		61.30	65.17

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Given our success with collaborative meetings that concentrate on data-based decisions around all student academic needs, increasing the level of rigor for all students, and establishing a more intentional small group instruction, we believe these goals are attainable. These goals also meet CPS expectations for SQRP growth.				
SQRP: National School Attainment Percentile - Math (Grades 3-8)	Overall		55.00	59.50
Based on the SY19 National School Attainment Percentile - Math result of 50th percentile, we have set annual goals to to decrease the number of students not meeting attainment by 10 percent each year. Given our success with collaborative meetings that concentrate on data-based decisions around all student academic needs, increasing the level of rigor for all students, and establishing a more intentional small group instruction, we believe these goals are attainable. These goals also meet CPS expectations for SQRP growth.				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We have earned a Well Organized rating for the past two years and feel that we will maintain this status as we continue to improve in all areas of School Essentials.					

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...	Provide IB curriculum that promotes student engagement opportunities through exhibition work/projects. Support students through meaningful advisory support classes. Produce civic life opportunities during school and after-school. Plan and promote well-rounded after-school programming that support the arts, sports, academic clubs, and student-driven SEL enrichment programs.
Then we see...	Higher levels of authentic student engagement in the school community
which leads to...	An increased sense of belonging and student agency within the community at large
Budget Description	Funding Sources Local (115) Budget Categories Ext. Day - Buckets Supplies Professional Development Consultants/vendors Conferences and associated expenses
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> • (Not started) Conduct a needs assessment (Academic, Social-Emotional, Postsecondary, Extracurricular) Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Design intentional school-wide advisory activities Tags: Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Implement intentional school-wide advisory activities Tags: Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Introduce new after-school activities based on student needs and interests Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Provide opportunities for students to take ownership of their learning through their IB MYP community project. Tags: Assessment: Curriculum Equity Initiative, MGIB: IB, SSCE: Community Engagement

- (Not started) Provide opportunities in the curriculum to understand and reflect on their growth and demonstration of their IB Learner Profile attributes.

Tags:MGIB: IB

- (Not started) Monthly parent training on healthy cooking (hands on). Students will be included.

Tags:Family & Community Engagement, Health & PE: Health Education Skill-Based Curriculum

- (Not started) After school Healthy Cooking Classes for students.

Tags:Health & PE: Health Education Skill-Based Curriculum

- (Not started) Monthly meeting with key stakeholder (Principal, School Wellness Champion, Physical Education teachers, Healthy School campaign parent representative, Healthy School campaign Representative, 2 Student representative-6th/7th graders)

Tags:Family & Community Engagement, Health & PE: Health Education Skill-Based Curriculum

- (Not started) Incorporate in the Student Voice Committee: Healthy Life topics, Healthy product of the week or month, and Healthy announcement of the day.

Tags:Student Voice, Engagement, and Civic Life, Health & PE: Health Education Skill-Based Curriculum

- (Not started) Incorporate state of the art devices into P.E. instruction. (Heart monitors help facilitate students' knowledge and understanding in regards to the importance of cardiovascular fitness and physical well-being).

Tags:Health & PE: Health Education Skill-Based Curriculum

- (Not started) Meet the goals and priorities of the CPS Arts Education Plan: Provide a well-rounded education that offers sequential arts programming for all students and access to more than one arts discipline; plan an arts instructional schedule that promotes equitable growth in arts; and encourage high-quality Arts Education in school and out.

Tags:Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom

- (Not started) Continue to support the Arts to maintain our school's current rating: Excelling in the Arts. Meet the highest goals and priorities as outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning. In addition, complete the yearly diagnostic tool that is used to report school data required by CPS, Ingenuity, and Network.

Tags:Arts Education: Authentic Arts Integration, Arts Education: Building a Student-Centered Arts Classroom

- (Not started) Maintain a clearly designated yearly budget for the Arts (Music and Visual Arts). Provide support during the fall quarter to expedite use of arts funds for instructional planning: instructional resources, materials and supplies, transportation for performances and visual art exhibitions, and arts partnerships. This includes an Arts budget line for teachers? extended day services to support arts civic engagement student events.

Tags:Arts Education: Authentic Arts Integration

- (Not started) Continue planning time between administration and arts teachers to organize professional development, field trips, curriculum building, and supplies and materials needed to sustain an excelling arts program. Provide support for Arts teachers to plan and engage in culturally rich city-wide performance and exhibition opportunities for students. This model will align with the IB Arts Curriculum, National Core Arts Standards (Present/Perform), and Community Civic Engagement.

Tags:Arts Education: Authentic Arts Integration

- (Not started) Continue following the recommendations of Ingenuity/CPS Arts Education Plan and require that the Arts are represented within the school?s Continuous Improvement Work Plan (CIWP).

Tags:Arts Education: Authentic Arts Integration

- (Not started) Continue to map and align arts curriculum to the National Common Core Standards in order to support high school and career readiness. Support consistent and relevant professional development in the arts for Arts teachers. Provide and support arts-specific professional development learning opportunities. Continue to support teachers with projects that incorporate arts integration (examples: Wax Museum, Seedfolks, and Ancient Egypt).

Tags:Arts Education: Artistic Literacy, Arts Education: Assessment in the Arts, Arts Education: Building a Student-Centered Arts Classroom, Arts Education: Embedding the Arts School-Wide

- (Not started) Continue to work with arts partnerships to support planning and development in the Arts. This includes arts learning that promotes student voice, student connection to culture and tradition, and student artistic development through presentation and performance engagement. This will permit our school to support parent and community engagement and allow for student and parent collaboration.

Tags:Arts Education: Authentic Arts Integration, SSCE: Student Voice CIWP

Strategy 2

If we do...	Revise school policies and establish restorative practices to address the current needs of the school and community and provide teachers with more trauma informed professional development
Then we see...	Increased levels of positive interactions and integration throughout the school community
which leads to...	Healthier relationships and foundations of trust between all Madero stakeholders
Budget Description	Funding Sources Local (115) Budget Categories Ext. Day - Buckets Supplies Materials (instr. and software) Professional Development Consultants/vendors Conferences and associated expenses
Tags	Relational Trust
Action steps	<ul style="list-style-type: none"> • (Not started) Revise student uniform policy to be more inclusive and responsive to student/family needs Tags:Equity: Fair Policie sand Systems, Equity: Targeted Universalism • (Not started) Establish clear/consistent system for addressing behavior infractions. Tags:Equity: Fair Policie sand Systems, Equity: Targeted Universalism, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Provide trauma-informed professional development opportunities to all staff members. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Parent workshops/family nights to provide training on restorative interventions Tags:Family & Community Engagement, OSEL: Supportive School Environment • (Not started) Ensure parent meetings are organized on a regular basis and establish the agenda to Inform parents about the Middle Years Programme and its various regulations and procedures. Tags:Family & Community Engagement, MGIB: IB

Strategy 3

If we do...	thoroughly and intentionally implement consistent assessments and develop rigorous learning experiences based on English language development that are aligned to IB Subject Group Criteria, CCSS, integration of the Arts, and meaningfully employ technology
Then we see...	ELs will have greater access and opportunities to develop understanding of concepts, content, and skills taught in all classes
which leads to...	increased student display of learning, and increased percentage of ELs making sufficient annual progress on ACCESS
Budget Description	Funding Sources Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) IL-Empowerment Grant Budget Categories Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) BOY data analysis based on ACCESS scores. Tags:OLCE • (Not started) Intervention/Acceleration time for ELL students (in collaboration with mainstream teachers) ? includes pre and post teaching concepts, monitoring work progress, reviewing for tests, organizational skills, prioritizing assignments. Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership, OLCE • (Not started) Monitoring tool for all T1-T4 students. Intervention team will meet to review academics, English proficiency and other reasons. Tags:MTSS: Progress Monitoring, OLCE • (Not started) Parental involvement in regards to providing 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). Tags:FACE2: Parent Engagement • (Not started) Opportunities for teachers and staff to attend professional development in school and outside of school. Tags:OLCE • (Not started) Inform parents and students about Bilingual Program/ACCESS and its various regulations and procedures. BOY and MOY

	<p>Tags:FACE2: Parent Engagement, OLCE</p> <ul style="list-style-type: none"> (Not started) The school will provide collaborative planning time for teachers to incorporate IB philosophy into the curriculum that demonstrates that the curriculum is influenced by an understanding of students? EL prior knowledge, identities, backgrounds, needs, and context. <p>Tags:Assessment: Curriculum Equity Initiative, MGIB: IB, OLCE</p> <ul style="list-style-type: none"> (Not started) The ILT will establish a calendar of instructional rounds to gather evidence on implementation of cognitive demand and access after each cycle. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OLCE</p> <ul style="list-style-type: none"> (Not started) ELPT in collaboration with teacher leaders will provide professional learning strategies to provide accommodations to tasks without eliminating cognitive demand (Sheltered Instruction) <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OLCE</p> <ul style="list-style-type: none"> (Not started) The school will provide collaborative planning time for teachers to incorporate IB philosophy into the curriculum that demonstrates that the curriculum is influenced by an understanding of EL?s prior knowledge, identities, backgrounds, needs, and context. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MGIB: IB, OLCE</p> <ul style="list-style-type: none"> (Not started) Purposefully devote time once a month during IB content area team meetings for teachers to collaborate in order to analyze how EL students are on track to meet their goals. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MGIB: IB, OLCE</p>
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Strategy 4

If we do...	intentionally and consistently implement progress monitoring systems to inform rigorous learning experiences based on Individualized student needs that are aligned to IB Subject Group Criteria, CCSS, and IEP goals
Then we see...	DLs will have greater access and opportunities to develop understanding of concepts, content, and skills taught in all classes
which leads to...	increased student display of learning, and increased number of students with IEPs meeting or exceeding National Average Growth Norms in Math

<p>Budget Description</p>	<p>Funding Sources Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) IL-Empowerment Grant Budget Categories Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses</p>
<p>Tags</p>	<p>Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, ODLSS: Instructional Quality</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Ensure that the required IB course of study is appropriately constructed and administered by ensuring MYP Planner template is used by all staff members and differentiated to meet the needs of our DL?s.</p> <p>Tags:MGIB: IB, ODLSS: Instructional Quality</p> <p>• (Not started) Teachers will create MYP IB Units/Subject Guide Overviews for SY 20, that include approaches to learning and outline all of the criterion for an IB unit provided by each course guidelines</p> <p>Tags:MGIB: IB, ODLSS: Instructional Quality</p> <p>• (Not started) Unit Feedback will be given quarterly through artifact review in Content Level Meetings for cognitive demand, supports for priority groups, and IB Criterion.</p> <p>Tags:MGIB: IB, ODLSS: Instructional Quality, ODLSS: Service Delivery</p> <p>• (Not started) The ILT will establish a calendar of instructional rounds to gather evidence on implementation of cognitive demand and access after each cycle.</p> <p>Tags:MGIB: IB, ODLSS: Instructional Quality, ODLSS: Service Delivery</p> <p>• (Not started) DL teachers will provide professional learning strategies for providing accommodations and modifications to tasks without eliminating cognitive demand.</p> <p>Tags:MGIB: IB, ODLSS: Instructional Quality, ODLSS: Procedures and Standards</p> <p>• (Not started) The school will provide collaborative planning time for teachers to incorporate IB philosophy into the curriculum that demonstrates that the curriculum is influenced by an understanding of DL?s prior knowledge, identities, backgrounds, needs, and context.</p> <p>Tags:Equity: Targeted Universalism, MGIB: IB, ODLSS: Instructional Quality</p> <p>• (Not started) Purposefully devote time once a month during IB content area team meetings for DL teachers to collaborate with Gen Ed teachers in order to analyze how students with IEPs are on track to meet their goals.</p> <p>Tags:MGIB: IB, ODLSS: Instructional Quality</p>

Strategy 5

If we do...	thoroughly and intentionally implement a rigorous and consistent up to date 6th-8th math curriculum that is aligned to IB Subject Group Criteria and CCSS
Then we see...	students will have greater access and opportunities to develop understanding of math concepts, content, and skills taught in all classes
which leads to...	increased student display of learning, and increased attainment in Math
Budget Description	Funding Sources Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) Budget Categories Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Materials (instr. and software) Textbooks Professional Development Consultants/vendors Conferences and associated expenses
Tags	Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) The Math Team will create a 6 -8 Grade Scope and Sequence that is aligned to the CCSS. Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access (Not started) The Math Team will create a Subject Group Overview that is aligned to the CCSS and IB MYP Math Objectives. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access (Not started) IB Coordinator will establish quarterly cycles of feedback to review IB Units for vertical alignment to Math 6 - 8 CCSS and IB Objectives for each course. Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access (Not started) The Math Team will explore and review supplemental material to fill the gaps in our current math materials at each content area team meetings. Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access (Not started) IB Coordinator will work with the Math Team to continue to incorporate math talks into their classrooms. Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access

	<ul style="list-style-type: none"> • (Not started) DL/EL/IB Coordinators will provide coaching and modeling for teachers that are needing support in differentiating their math instruction. <p>Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access</p> <ul style="list-style-type: none"> • (Not started) The Math Team will gather and analyze student achievement data every 5 weeks to make sound instructional/intervention decisions based on the data. <p>Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access</p>
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Action Plan

Strategy 1

Conduct a needs assessment (Academic, Social-Emotional, Postsecondary, Extracurricular)

Jun 01, 2020 to Jun 19, 2020 - BHT Members School Counselor Exploratory Teachers ENLACE Representative IB Coordinator Principal

Design intentional school-wide advisory activities

Jun 01, 2020 to Aug 28, 2020 - BHT Members School Counselor Social Worker IB Coordinator

Implement intentional school-wide advisory activities

Sep 08, 2020 to Jun 17, 2022 - BHT Members School Counselor Social Worker IB Coordinator

Introduce new after-school activities based on student needs and interests

Sep 08, 2020 to Jun 17, 2022 - BHT Members School Counselor Social Worker IB Coordinator

Provide opportunities for students to take ownership of their learning through their IB MYP community project.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator

Provide opportunities in the curriculum to understand and reflect on their growth and demonstration of their IB Learner Profile attributes.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator

Monthly parent training on healthy cooking (hands on). Students will be included.

Oct 01, 2020 to Jun 17, 2022 - PE Teacher Principal Parent Representative Security Officer

After school Healthy Cooking Classes for students.

Oct 01, 2020 to Jun 17, 2022 - PE Teacher Principal Parent Representative Security Officer

Monthly meeting with key stakeholder (Principal, School Wellness Champion, Physical Education teachers, Healthy School campaign parent representative, Healthy School campaign Representative, 2 Student representative-6th/7th graders)

Oct 01, 2020 to Jun 17, 2022 - PE Teacher Principal Parent Representative Security Officer

Incorporate in the Student Voice Committee: Healthy Life topics, Healthy product of the week or month, and Healthy announcement of the day.

Oct 01, 2020 to Jun 17, 2022 - School Counselor PE Teacher

Incorporate state of the art devices into P.E. instruction. (Heart monitors help facilitate students' knowledge and understanding in regards to the importance of cardiovascular fitness and physical well-being).

Sep 08, 2020 to Jun 17, 2022 - PE Teacher IB Coordinator

Meet the goals and priorities of the CPS Arts Education Plan: Provide a well-rounded education that offers sequential arts programming for all students and access to more than one arts discipline; plan an arts instructional schedule that promotes equitable growth in arts; and encourage high-quality Arts Education in school and out.

Sep 08, 2020 to Jun 17, 2022 - Art Teacher IB Coordinator

Continue to support the Arts to maintain our school's current rating: Excelling in the Arts. Meet the highest goals and priorities as outlined in the CPS Arts Education Plan, including Staffing and Instruction, Partnerships, Community and Culture, and Budget and Planning. In addition, complete the yearly diagnostic tool that is used to report school data required by CPS, Ingenuity, and Network.

Sep 08, 2020 to Jun 17, 2022 - Art Teacher Principal

Maintain a clearly designated yearly budget for the Arts (Music and Visual Arts). Provide support during the fall quarter to expedite use of arts funds for instructional planning: instructional resources, materials and supplies, transportation for performances and visual art exhibitions, and arts partnerships. This includes an Arts budget line for teachers' extended day services to support arts civic engagement student events.

Sep 08, 2020 to Oct 30, 2020 - Art Teacher Principal

Continue planning time between administration and arts teachers to organize professional development, field trips, curriculum building, and supplies and materials needed to sustain an excellent arts program. Provide support for Arts teachers to plan and engage in culturally rich city-wide performance and exhibition opportunities for students. This model will align with the IB Arts Curriculum, National Core Arts Standards (Present/Perform), and Community Civic Engagement.

Sep 08, 2020 to Jun 17, 2022 - Art Teacher IB Coordinator

Continue following the recommendations of Ingenuity/CPS Arts Education Plan and require that the Arts are represented within the school's Continuous Improvement Work Plan (CIWP).

May 01, 2020 to Jun 30, 2020 - CIWP Team

Continue to map and align arts curriculum to the National Common Core Standards in order to support high school and career readiness. Support consistent and relevant professional development in the arts for Arts teachers. Provide and support arts-specific professional development learning opportunities. Continue to support teachers with projects that incorporate arts integration (examples: Wax Museum, Seedfolks, and Ancient Egypt).

Sep 08, 2020 to Jun 17, 2022 - Art Teacher IB Coordinator

Continue to work with arts partnerships to support planning and development in the Arts. This includes arts learning that promotes student voice, student connection to culture and tradition, and student artistic development through presentation and performance engagement. This will permit our school to support parent and community engagement and allow for student and parent collaboration.

Sep 08, 2020 to Jun 17, 2022 - Art Teacher IB Coordinator School Counselor

Strategy 2

Revise student uniform policy to be more inclusive and responsive to student/family needs

May 01, 2020 to May 15, 2020 - BHT LSC

Establish clear/consistent system for addressing behavior infractions.

Jul 01, 2020 to Jun 18, 2021 - BHT Principal

Provide trauma-informed professional development opportunities to all staff members.

Sep 08, 2020 to May 28, 2021 - BHT

Parent workshops/family nights to provide training on restorative interventions

Sep 08, 2020 to Jun 17, 2022 - BHT IB Coordinator

Ensure parent meetings are organized on a regular basis and establish the agenda to inform parents about the Middle Years Programme and its various regulations and procedures.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator

Strategy 3

BOY data analysis based on ACCESS scores.

Sep 08, 2020 to Sep 25, 2020 - ELPT School Faculty

Intervention/Acceleration time for ELL students (in collaboration with mainstream teachers) ? includes pre and post teaching concepts, monitoring work progress, reviewing for tests, organizational skills, prioritizing assignments.

Sep 08, 2020 to Jun 17, 2022 - ELPT Principal IB Coordinator School Faculty

Monitoring tool for all T1-T4 students. Intervention team will meet to review academics, English proficiency and other reasons.

Sep 21, 2020 to Jun 17, 2022 - ELPT Principal IB Coordinator Psychologist School Faculty

Parental involvement in regards to providing 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).

Sep 08, 2020 to Jun 10, 2022 - ELPT Principal IB Coordinator Psychologist School Faculty

Opportunities for teachers and staff to attend professional development in school and outside of school.

Sep 08, 2020 to Jun 17, 2022 - ELPT

Inform parents and students about Bilingual Program/ACCESS and its various regulations and procedures. BOY and MOY

Sep 08, 2020 to Feb 25, 2022 - ELPT

The school will provide collaborative planning time for teachers to incorporate IB philosophy into the curriculum that demonstrates that the curriculum is influenced by an understanding of students? EL prior knowledge, identities, backgrounds, needs, and context.

Sep 08, 2020 to May 27, 2022 - ELPT IB Coordinator

The ILT will establish a calendar of instructional rounds to gather evidence on implementation of cognitive demand and access after each cycle.

Sep 08, 2020 to Oct 09, 2020 - ILT ELPT

ELPT in collaboration with teacher leaders will provide professional learning strategies to provide accommodations to tasks without eliminating cognitive demand (Sheltered Instruction)

Sep 08, 2020 to Jun 10, 2022 - ILT ELPT

The school will provide collaborative planning time for teachers to incorporate IB philosophy into the curriculum that demonstrates that the curriculum is influenced by an understanding of EL?s prior knowledge, identities, backgrounds, needs, and context.

Sep 08, 2020 to Jun 18, 2021 - ILT ELPT IB Coordinator

Purposefully devote time once a month during IB content area team meetings for teachers to collaborate in order to analyze how EL students are on track to meet their goals.

Sep 08, 2020 to May 20, 2022 - ILT ELPT IB Coordinator

Strategy 4

Ensure that the required IB course of study is appropriately constructed and administered by ensuring MYP Planner template is used by all staff members and differentiated to meet the needs of our DL's.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator ILT DL Faculty

Teachers will create MYP IB Units/Subject Guide Overviews for SY 20, that include approaches to learning and outline all of the criterion for an IB unit provided by each course guidelines

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator ILT DL Faculty

Unit Feedback will be given quarterly through artifact review in Content Level Meetings for cognitive demand, supports for priority groups, and IB Criterion.

Sep 08, 2020 to Jun 10, 2022 - IB Coordinator ILT DL Faculty

The ILT will establish a calendar of instructional rounds to gather evidence on implementation of cognitive demand and access after each cycle.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator ILT DL Faculty

DL teachers will provide professional learning strategies for providing accommodations and modifications to tasks without eliminating cognitive demand.

Aug 17, 2020 to Jun 17, 2022 - IB Coordinator ILT School Faculty

The school will provide collaborative planning time for teachers to incorporate IB philosophy into the curriculum that demonstrates that the curriculum is influenced by an understanding of DL's prior knowledge, identities, backgrounds, needs, and context.

Aug 24, 2020 to Jun 17, 2022 - IB Coordinator DL Faculty

Purposefully devote time once a month during IB content area team meetings for DL teachers to collaborate with Gen Ed teachers in order to analyze how students with IEPs are on track to meet their goals.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator ILT School Faculty

Strategy 5

The Math Team will create a 6 -8 Grade Scope and Sequence that is aligned to the CCSS.

Aug 24, 2020 to Jun 18, 2021 - IB Coordinator Math Faculty

The Math Team will create a Subject Group Overview that is aligned to the CCSS and IB MYP Math Objectives.

Aug 24, 2020 to Jun 17, 2022 - IB Coordinator Math Faculty

IB Coordinator will establish quarterly cycles of feedback to review IB Units for vertical alignment to Math 6 - 8 CCSS and IB Objectives for each course.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator ILT Math Faculty

The Math Team will explore and review supplemental material to fill the gaps in our current math materials at each content area team meetings.

Sep 08, 2020 to Jun 17, 2022 - IB Coordinator ILT Math Faculty

IB Coordinator will work with the Math Team to continue to incorporate math talks into their classrooms.

Sep 08, 2020 to Jun 10, 2022 - IB Coordinator ILT Math Faculty

DL/EL/IB Coordinators will provide coaching and modeling for teachers that are needing support in differentiating their math instruction.

Sep 08, 2020 to May 27, 2022 - IB Coordinator ILT Math Faculty

The Math Team will gather and analyze student achievement data every 5 weeks to make sound instructional/intervention decisions based on the data.

Sep 08, 2020 to May 27, 2022 - IB Coordinator ILT Math Faculty

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.

Madero utilizes State, District and School performance based assessments to collect student outcomes to be used as evidence of assessment data analysis for the purpose of planning and progress monitoring; vertical alignment of task complexity; coherence in assessment measures across students, teachers, tasks, learning experiences, content areas; and clear, accurate, consistent, timely, and fair assessments

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

Identify students who are not meeting Tier 1 expectations by conducting ongoing structured and consistent data analysis meetings to create goals, align interventions and progress monitor in the following areas: academic, SEL, and attendance rates. NWEA and ACCESS scores are to be used as well as ASPEN student attendance data and SEL school level needs assessment results (BHT built).

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.

The Instructional Leadership Team (ILT) collaborates to ensure that scientifically-based methods and instructional strategies are enforced in Madero's cycles of learning, including outside presenters. The expectation is for all teachers and staff to provide equitable universal supports to prevent failing and absenteeism and targeted interventions for grades below 7C or chronic absenteeism or SEL needs.

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).

- * Conduct a needs assessment (Academic, Social-Emotional, Postsecondary, Extracurricular)
- * Implement intentional school-wide advisory activities
- * Introduce new after-school activities based on student needs and interests
- * Implement service learning activities for students
- * Provide opportunities in the curriculum to understand and reflect on their growth and demonstration of their IB Learner Profile attributes.
- * Provide opportunities for students to take ownership of their learning through their community project.

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

Using a referral program. Existing effective teachers referring other effective teachers that work for other districts and help recruit teachers to Madero. Also, gather referrals from parent teacher groups and local colleges

Using teacher hiring tools that are able to identify candidates with the appropriate teaching credentials that are required by ISBE and are aligned to the teaching positions that are vacant.

Using teacher hiring tools that are able to identify candidates whose values fit the values of Madero and the school district.

Have effective teachers and staff members as ambassadors in the interview process to recruit teachers.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

The Instructional Leadership Team (ILT) collaborates to ensure that scientifically-based methods and instructional strategies are enforced in Madero's cycles of learning; that includes Network and District Level professional development sessions. The expectation is for all teachers, paraprofessionals, pupil service personnel, parents and other staff are equipped with strategies to provide equitable universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism or SEL needs.

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

Starting in SY20-21, Madero will incorporate IB, Reading, and Math events. All parents will be invited to participate.

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

n/a

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.

Madero's learning cycles includes the data analysis, unit planning/revisions, and development of CCSS aligned learning tasks. The Instructional Leadership team will be the driving force behind this work. Content Area meetings, Grade Level meetings, and Flex day meetings will be opportunities for including teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

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.

Starting in SY20-21, Madero will incorporate a time period specifically to meet student academic and social emotional needs. This period will be reserved every day for one hour. It will called W.I.N. (What I need). The learning activities will be facilitated by teachers (homeroom, DLs, and exploratory). WIN will be led by the IB Coordinator supported by the ELPT and the School Counselor.

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.

An annual Title I meeting will be held on September 11, 2020, and an organizational meeting will be held on October 9, 2020. During the organizational meeting, parents will elect their new ESSA, Title I officers for the 20-21 school year. The new committee will set up the schedule of monthly ESSA, Title I PAC meetings, starting in November, 2020, and continuing through the end of the school year on June 11, 2021. The school invites all parents to attend the monthly meetings. This is done through written communication, the meeting is made part of the monthly calendar that goes to the houses of students. In the meetings, we will

the Title I committee will systematically gather feedback and recommendations on the components of the ESSA program related to the 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, adult education, vocational and technical education, and job training. Specific committee information, including member lists and meeting minutes and materials will be kept in the Title I school binder.

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 most current ESSA, Title I school parental and family engagement plan and policy will be distributed to all parents in the school (since we have a school wide ESSA implementation), at the beginning of the 20-22 school year, as part of the annual inaugural Title I Parent Advisory Council (PAC) meeting. Parents will be invited to participate in all monthly meetings, essentially when the sessions are devoted to evaluate the Continuous Improvement Work Plan (CIWP) implementation in the school. Parents will also provide advice through the Title I-PAC and the Local School Council (LSC).

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

An annual Title I meeting will be held on September 11, 2020, and an organizational meeting will be held on October 9, 2020. During the organizational meeting, parents will elect their new ESSA, Title I officers for the 20-21 school year. The new committee will set up the schedule of monthly ESSA, Title I PAC meetings, starting in November, 2020, and continuing through the end of the school year on June 11, 2021. The school invites all parents to attend the monthly meetings. This is done through written communication, the meeting is made part of the monthly calendar that goes to the houses of 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.

Every month, on the first Thursday of the month, the principal will meet with parents to discuss the different activities for the month in detail. During these meetings, the principal will also discuss the implementation of the Title I program in the school. Parents will be explained about the CIWP and its implementation in the school. The promotion policy will also be discussed as part of these meetings. The promotion policy will be discussed during the Title I Parent Advisory Council (PAC) meetings as well. The principal will present about the high-stakes standardized test used in the Chicago Public Schools during meetings with the two groups. Principal will also make a presentation to parents and community representatives about the State of the School, once the School Quality Rating Policy (SQRP) information is made available.

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.

It has been established as a tradition at Madero Middle School that the meeting of the principal with parents is always held on the first Thursday of each month. The Title I Parent Advisory Council (PAC) meeting is held on the second week of the month. The day of the week is to be determined at the discretion of the committee members and it may change each year. The LSC meeting is always held on the third week of the month. The day of the week is determined by the LSC members during the organizational meeting at the beginning of each school year. Bilingual Parent Advisory Council (PAC) meets at least four times every year.

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.

If at any point of time, any of the teachers at Madero Middle School is identified as not highly qualified according to the standards stated by ESSA, the school will send a notice to the parents of those students who are being taught by such a teacher. These letters will also be sent in Spanish, so that all parents can clearly understand the message.

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.

Madero Middle School always hosts an OPEN HOUSE session at the beginning of the school year. During this session, parents receive information about the educational standards for their children, the standardized tests, and the expected responsibilities of teachers, students and parents. In support of parent and family engagement, parents are also invited and encouraged to participate as parent volunteers

in the school. After open house, the school provides the support system for parents to visit the school on a regular basis to talk to their child/children's teacher and monitor their academic growth. We have a system for parents to request conferences with the different teachers, so that they can get information about what is happening academically with their children. The school has also provided parents with training opportunities to learn how to operate the parent portal in the computer, as a means of learning how to monitor their children's work in the school from the comfort of their homes.

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.

At Madero Middle School, we use all kinds of opportunities to provide parents with workshops on the different subjects taught in the school. Part of the Title IPAC budget is used to contract the services of presenters to come and provide workshops about reading, math, writing, and parenting skills. The principal also uses the monthly meetings with parents to discuss about the different subject matter affairs. Principal also discusses with parents the State of the School during the first semester.

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.

Madero Middle School will provide teachers and staff with professional development on the importance of parents as partners in the education of their children. The school has also involved representation from the different constituencies within for the elaboration and design of the new CIWP for 2020-2021.

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

The parts of this numeral concerning early childhood, Head Start, and pre-school programs does not apply to Madero, due to the fact that it is a middle school. Concerning how to further encourage and support parents to fully participate in their children's education, Madero Middle School will continue with all the support that is channeled to the Title I-PAC, so that they can persist with the series of development workshops that has been a tradition in the school. Input from parents will continue to be welcomed for all kinds of activities in the building, both academic and recreational. Parents need to continue feeling that they are welcome to the school and that we listen to their opinions as part of the planning and implementation of education for their children.

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

The school will post notices and agendas for the organizational and monthly LSC meetings, the annual Title I meeting and all the monthly Title I-Parent Advisory Council (PAC) meetings, and for all Bilingual-PAC meetings throughout the school year. All notices and agendas, as much as the material distributed during the meetings, will be produced in English and Spanish. All meetings will also be included as part of the

monthly calendars that students take home with them. Notices about the monthly meetings of parents with the principal are sent home both in 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.)

Madero Middle School's mission is to provide a strong academic foundation for all students, in a nurturing and engaging academic environment that is rigorous and differentiated. The individual needs of our students are met by a community of professional educators in an International Baccalaureate Programme, a Military Academy, and community partnerships. Middle grades philosophy implementation provides a student-centered environment to support social-emotional growth, college and career readiness, and a deep appreciation and value for the arts, empowering our students and families for educational success.

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.

The school will have two parent-teacher conferences on November 18, 2020 and April 21, 2021. Besides these two formal times to meet with teachers, parents are encouraged to set-up appointments with teachers to hold conferences with them throughout the course of the school year. This can be done before school hours or after school hours. It may also be done during teachers' preparation time. Additionally, the principal is available to meet with parents as the need may arise. We encourage parents to set-up appointments for meetings with teachers or school administrator.

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

Parents will receive report cards four times during the school year: November 18, 2020, February 12, 2021, April 21, 2021 and June 22, 2021. Additionally to the report cards, parents will receive progress

reports every five weeks of instruction. They will be distributed on October 9, 2020, December 18, 2020, March 12, 2021 and May 21, 2021.

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

Parents will have access to confer with teachers, administration and staff at their request, preferably by appointment. In situations of need, they will be received without appointments. Parents can meet with teachers before or after school, or during their preparation times. Parents can meet with administration or staff during regular school hours through an open-door policy.

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 invited to sit in classrooms and observe instruction, based on their request (on an appointment basis), or when requested by the teachers during the school year. It is highly encouraged for parents to also participate as volunteers in the school and all school-sponsored activities.

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

Parents may support the academic learning of their children by doing the following: Making sure their children come to school every single day, and every single day on time. Making sure their children come to school equipped with the necessary materials and supplies. Making sure their children have a quiet place at home to work on homework activities, read, and comply with all projects and assignments. Having productive conversations with their children at home. Parents should become involved in the different activities, committees and programs in the school, to support education. Ultimately, parents should attend open-house sessions, meetings and report card pick-up to always be informed about what is happening in the educational lives of their children.

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

Parents can consult with school personnel in decisions relating to the education of their children. This also applies to any other issues in which they need more information. Parents are always welcomed to consult with school personnel. This can be done on a one-to-one basis, or it may also happen during the different monthly meetings held in the school.

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).

The expected student responsibilities in their own education are as follows: Attend school regularly, and regularly on time. Come to school prepared with all the materials and supplies they need to work in class. Bring their complete homework, and comply with all projects they have to work at home. Exhibit a behavior that is appropriate and respectful toward self, teachers, classmates and everybody in the school. Work hard both at home and in school. Never give-up before giving it their best try. Ask teachers to help them when necessary. Bring a good and positive attitude to school. Believe in themselves and believe in their capabilities to learn and excel in school.

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.

1. Increase parental involvement in school activities, so that they can more actively support and collaborate with teachers on the education of their children as parent volunteers and student advocates.
2. Provide parents with programs to help them develop and improve their academic and linguistic skills in English, through programs such as English as a Second Language (ESL), GED, and basic computer literacy, so that they can support their children's education both in school and at home.
3. Increase parental involvement in school activities, so that their voice and presence can be heard more actively as members of the NCLB Parent Advisory Council, to join efforts and work with the school principal.

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.	\$540.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
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)	\$1800.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
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