

Calmecca Academy of Fine Arts and Dual Language 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/06/2020	All team members	1st meeting to establish dates to meet and review the timeline of tasks

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
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 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
 - 3 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:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 4 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
 - 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:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 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)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - 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)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 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: MTSS	1

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math attainment among EL students in 2-8 on NWEA
Root Cause 1	Lack of scope and sequence and no CCSS alignment
Area of Critical Need 1	Academic and social emotional Interventions to support Tier 2 and Tier 3

Root Cause 2	Not enough assessments/data collected in between BOY,MOY, EOY (progress monitoring)
Area of Critical Need 3	Student Voice in 2-8
Root Cause 3	Lack of not prioritizing civics within curriculum and school partnerships

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) Math attainment 2-8 on NWEA is low for most rooms in 2-8 grades Math attainment for 2-8 grade will increase by 5% in NWEA 2020	EL		37.00	40.00
	Female		48.00	50.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Growth for math is not improving from year to year. We need to focus on math instruction and unpacking CCSS to help us reach the %5 attainment goal	EL		60.00	65.00
	Male		70.00	75.00
SQRP: National School Attainment Percentile - Reading (Grade 2) 2nd grade reading attainment is an indicator of growth for K-2	EL		30.00	35.00
	Male		40.00	41.00
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey Prioritizing civics will increase the 5 essentials survey from neutral to strong by giving students a voice. If we prioritize civic curriculum in each grade level then we will empower students by providing them a voice in decision making.</p>			70.00	4.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we engage teachers and staff with intervention and progress monitoring professional development
Then we see...	then we see progress towards MTSS model of 85%, 15%, 5%
which leads to...	teachers being equipped to provide differentiation for student needs and improving our off track and far from off track categories for schol off track report by 5%
Budget Description	
Tags	MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) IMPLEMENT school MTSS flow chart and procedure to follow and engage in collaboration to identify students in the different tiers. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Create a menu of interventions for teachers to use across all grade levels <p>Tags:MTSS, CBE: Supports, Interventions, or Extensions, MTSS: Progress Monitoring, ODLSS: District Representatives</p>

	<ul style="list-style-type: none"> (Not started) Create a PD calendar and provide professional development on MTSS model, interventions, and progress monitoring at the beginning of the school year. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Create a teacher questionnaire to provide feedback and data that MTSS team can use to develop a professional development plan <p>Tags:MTSS, MTSS: Shared Leadership</p>
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Strategy 2

If we do...	If we ENGAGE in a deep analysis of our math instruction and prioritize key common core standards in each grade level to spiral content goals
Then we see...	a progressive increase in students? regular practice with tasks that improve all students? skills
which leads to...	students' growth and attainment on NWEA by 5%
Budget Description	Math department Support
Tags	Curriculum, Instruction, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Create a school wide curriculum scope and sequence that aligns CCSS and lesson activities <p>Tags:Curriculum, Instruction, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Continue to engage in data meetings to analyze student work and make sure it is aligned with CCSS and lesson Plans <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Continue 3 reads Math powerful practice and cycle for learning to engage students in closely analyzing math word problems for better understanding <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) Create a professional development plan around curriculum, instruction, and assessment. <p>Tags:Math: Rigorous Tasks, Math: Curriculum</p>

Strategy 3

If we do...	If we prioritize civics in each grade level and establish a strong curriculum
Then we see...	student empowerment by providing them with the skills to take informed actions and advocate for solutions
which leads to...	students having a voice in decision making and promoting student leadership.
Budget Description	
Tags	Curriculum, Instruction, Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> • (Not started) Continue to grow our student council and have representation from most grade levels. Tags: Student Voice, Engagement, and Civic Life • (Not started) Expand on student led campaigns that empower social cultural competence with technology. Tags: Student Voice, Engagement, and Civic Life • (Not started) Offer programs to students that promote and build student civics and leadership. Tags: Student Voice, Engagement, and Civic Life

Action Plan

Strategy 1

IMPLEMENT school MTSS flow chart and procedure to follow and engage in collaboration to identify students in the different tiers.

Sep 07, 2020 to Jun 21, 2021 - MTSS TEAM Admin Teachers

Create a menu of interventions for teachers to use across all grade levels

Aug 10, 2020 to Sep 21, 2020 - MTSS TEAM Admin Teachers

Create a PD calendar and provide professional development on MTSS model, interventions, and progress monitoring at the beginning of the school year.

Jul 13, 2020 to Sep 30, 2020 - MTSS TEAM ADMIN

Create a teacher questionnaire to provide feedback and data that MTSS team can use to develop a professional development plan

Sep 07, 2020 to Oct 30, 2020 - MTSS

Strategy 2

Create a school wide curriculum scope and sequence that aligns CCSS and lesson activities

Sep 07, 2020 to Dec 31, 2020 - ILT ADMIN

Continue to engage in data meetings to analyze student work and make sure it is aligned with CCSS and lesson Plans

Sep 07, 2020 to Dec 31, 2020 - ILT Admin

Continue 3 reads Math powerful practice and cycle for learning to engage students in closely analyzing math word problems for better understanding

Mar 13, 2020 to Dec 31, 2020 - ILT Admin MATH dept

Create a professional development plan around curriculum, instruction, and assessment.

Sep 07, 2020 to May 31, 2021 - ILT

Strategy 3

Continue to grow our student council and have representation from most grade levels.

Mar 13, 2020 to May 31, 2021 - Student Council Student Council Rep Student Ambassadors

Expand on student led campaigns that empower social cultural competence with technology.

Sep 07, 2020 to Jun 21, 2021 - Admin Staff Parent Group

Offer programs to students that promote and build student civics and leadership.

Sep 07, 2020 to Jun 21, 2021 - Staff Counselor

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.

We conduct a comprehensive needs assessment by looking at school data throughout the school year to determine student achievement that is aligned with common core learning standards for all grade levels. We utilize the data to determine student achievement for all students and based on the results we create a plan that will accommodate the needs of all of our students

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

At Calmecca we strive to ensure we provide all of our students ample opportunities and approaches to ensure we are meeting all of their academic needs. We do this by personalizing the needs of all of the students to differentiate their learning and teachers provide adaptive teaching strategies

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

We began by first identifying teacher leaders to attend ongoing professional learning for teachers in areas of math, science, literacy, and dual language throughout the school year (N8TL's, Teacher Literacy Leaders, Teacher Math Leaders, EL Teachers, ILT Members). These lead teachers are encouraged to teach back the network and district level strategies to their teams and subject area groups. Our ILT is also represented by all cycles (Primary, Intermediate & Middle School, Resource Teachers and Bilingual/Dual Language resource teacher). Once the ILT was established they engaged in data analysis and development of the WIN (What I Need) block in grades 2nd -8th to address the needs of students. The ILT chose Accountable talk as the new powerful practice and focus for the year based on the need to establish academic discourse and oracy. The ILT then created a calendar of continuous learning to take place during whole staff meetings and grade cycle meetings. Roles and responsibilities were shared among all members of the ILT team. The ILT planned and conducted a pre- and post- learning walk to inform implementation of current powerful practice. In addition to this the ILT created resources to help teachers with the implementation of the powerful practice: accountable talk rubric, teacher moves and student moves template, walk through template, that included a PQS (Praise, Question, and Suggestion). They included the use of professional readings that support the understanding and implementation of the current powerful practice. The ILT then continued to guide its instructional work based on the current needs of the staff to support learning based on data. Based on teacher feedback after the closing of the powerful practice the ILT team engaged in establishing the next steps to build on and merge the next school wide goals.

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).

Calmecca Academy engages teachers and staff with intervention and progress monitoring professional development to equip teachers and staff to provide differentiation for student needs and improving our off track and far from off track categories. The MTSS team drives these meets and addresses the needs of faculty through professional development.

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

At Calmecca Academy we have a hiring team. It is composed of the administrative team, a member of the ILT, an exploratory teacher, and a SPED representative. It is very important that all stakeholders are part of the hiring team to make sure that the candidate interested in the job position reflects qualities of our school's vision and mission. In particular, we look for someone that has a multilingual mindset and understands dual language education. All staff members at Calmecca understand and support high expectations and work to create a culture aimed at building students' intellect and continued academic success. This same mind set is part of the criteria used in the hiring process. The hiring team is in charge of creating the Calmecca job descriptions, hiring questions, and hiring criteria. In addition to this, they are also in charge of finalizing candidates and extending offers.

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.

After completing the school's CIWP plan, the administrative team and ILT team meet to prepare a year long to address the needs of the school based on the CIWP. This comprehensive plan for professional development is created annually and is implemented systematically. It reflects issues of importance to the staff and the school, including the specific requirements of teaching in a dual language, TBE, and general programs. The professional development plan is formulated to respond to regularly collected information on staff needs and program strengths and weaknesses. Calmecca ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Professional Learning at Calmecca is multifaceted. It is student centered, school centered, and district centered. It is formed by a deep analysis of our needs through yearly evaluation such as: DL Guiding Principles, SQR, REACH, On track data, Bil and SPED program audits, and PLC for new teachers.

We also use the cycle of continuous improvement to determine the way our professional development plan should look like.

Once Calmecca decides on the school powerful practices for this academic year, learning cycles are established and implemented to make sure we implement these powerful practices consistently school wide. We also analyze data to determine if there is a need to change the powerful practices. If the school's data indicates progress then we continue with the implementation of the powerful practices selected. Based on this information, training was provided to all teachers. The ILT provided training throughout the year.

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

Calmecca Academy has a strong system in place for our school to advocate, nurture, and sustain a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students. Parents are our direct connection to this and to our students and the community. Having

them involved in the Dual Language program as decision making partners is a sign of the strategic partnership between the district, site, and our students in the dual immersion program. Bringing the parents' voice and perspective to the conversation around the various decisions that the Leadership Team will be making is essential to the success of the program. One way Calmecca Academy established this is to have a strong BAC (bilingual Advisory Committee) and PAC. We engage parents as learners and as stakeholders of our school. We also create a school calendar of events to build trustworthy relationship and engage parents in school activities that increase parent involvement.

Parents are encouraged to attend workshops that are tailored to empower parents to work with their children.

Parents are registered in Parent Volunteer programs site to become volunteers in the classroom and to chaperon school field trips .

During the monthly parents meetings, parents are informed about the grading system

During the Schools Open House, they are informed about the school wide expectations, grading policy,et.

Parents are informed on a regular basis the importance of school attendance

Parents play an integral role in the NCLB, BAC and LsC parent committees becoming active in school and District meetings. These parents play an integral part in decision making process for these areas

Parents are part of the Healthy Wellness Committee

School encourages parents to utilize the parent portal to track their child's academic progress.

School hosts a variety of parent classes such as Nutrition, cooking class, Art class, Arts and Crafts, Exercise, Technology and ESL classes

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

We include Preschool program in all school activities and priorities. We work with them hand in hand to assure the transition for these students is smooth and successful. Our preschool staff works closely with our kindergarten teachers and collaborate with assisting students in their new learning environment.

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.

At Calmecca Academy of Fine Arts and Dual Language the administration team looks closely at all school data through a Data Analysis protocol called SEE IT, Name IT, DO IT. We divide ourselves into teams and lead data analysis meetings. Leading data analysis sessions are powerful and meaningful when engaging teachers in protocols that are authentic and give them the opportunity to reflect on their student's and their current instructional best practices. It also allows for collaboration within grade levels and content. In addition to this, we have decided to lead data meetings at the beginning of the year, in the middle of the year, and the end of the year because we can use the NWEA data to track growth throughout the year and progress monitor our students. This also allows for teachers to revise their action plans if need be.

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.

We conduct weekly data meetings. We analyze off track reports and access student work. Calmecca has allocated for a TA in every classroom to provide additional support to those student struggling from K-5th grade. We have also weaved in the WIN block into our daily schedule to provide intensive intervention support for all grades.

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.

These programs are the foundation of our school's Mission and Vision. Calmecca prioritizes and integrates these programs with in our school calendar, CIWP, and committees. The committees are in charge of making sure that all programs are supported and implemented at the school. Administration meets with the committees monthly to plan, collaborate, and ensure faithful implementation of programs.

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.

At the beginning of the school year, the Principal holds the Annual Organizational meeting to share the School and Parent engagement plan and policy. In September, the PAC and BAC members are elected. These committees become the parents leaders in the school and they meet with administration to select pertinent topics to offer during parents meetings/training. Also, the parents collaborate with Administration and Staff to host school wide events like Dia Del Nino and student celebrations. Parents are involved in monthly meetings and training sessions throughout the school year to be best equipped to support their child's learning at home. The PAC and BAC attend citywide Parent meetings where they gain further knowledge about parental involvement; they are empowered as parent leaders by share their learning experiences with other parents during monthly meetings.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school

PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Annual Title One meeting is organized by the Principal and held in early October. During this meeting, parents are informed of the ESSA Title I program such as parent requirements, parents rights to be involved and the allocated funds available for parent involvement. Also, parents learn about Parent Involvement Policy and Parent Compact. Parents are informed the requirements to form the Advisory Parent Committee, PAC and the roles and responsibilities. Parents are informed of the monthly parents meetings and training sessions via Principal newsletter, School website and parent flyers sent home.

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.

Calmecca has an open door policy that welcome suggestions from parents. In an effort to ensure parents voice, the Dual Language Coordinator that works mainly with parents. All requests that will impact the education of students are reviewed and discussed for further action. The Coordinator gathers biweekly parent reports with feedback, questions and suggestions for the school administration. The suggestions are used to address school concerns and are communicated to parents during meetings to maintain open door policy.

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.

Once reports are available to the school, parents are provided with pre-printed state assessment reports such as NWEA, IAR, LAS, ACCESS. These reports are sent home in English and Spanish. Also, these reports are shared and discussed during Parent Conferences and throughout the school year. Teachers ensure to meet with parents to discuss the results to share one to one. During monthly meetings, parents learn how to read and understand the various reports.

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

A notice is compiled by the Board of Education and distributed to parents. At Calmecca, we make it a priority to ensure that all teachers are "highly qualified" as they hold their teaching certifications and have not had to sent home notifications regarding lack of qualifications. We follow the timeline that is dictated by the Board of Education.

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.

Parents are provided information the state and local academic standards and assessments, as well as students' academic achievement through a powerpoint presentation presented in English and Spanish during PAC, BAC and LSC meetings. In subsequent meetings, parents will be provided with the opportunity to learn successful strategies that support student learning at home. School offers Literacy Night, Math

Night, Dual Language Night to provide parents with specific strategies to support learning at home. Parents will be encouraged and supported to monitor their child's progress through the CPS on-line parent portal, On-Track data and during parent conferences.

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.

We aim to provide the Arts partnership through the Mexican Fine Arts where we offer parents a variety of parent classes such as Art and dancing that support one of the school's focus of the Fine Arts. These classes increase parent involvement and self esteem since the final project is displayed at the Mexican Fine Arts and the school's Art Exhibition. Additionally, parents have access to lending library giving them a chance to check out different titles in English and Spanish to read at home with their children. During monthly parent meetings, parents learn specific strategies that will empower them and improve their parenting skills. During the various family nights, teachers provide parents various strategies to utilize at home. Another way to increase parent involvement will be through CPS Parent University which provide parents with experiences intended to support a new outlook on education and the learning process that will transfer into positive outcomes for our students.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Our parents are recognized as a "first teacher" and their input is valued by all of the staff. Teachers will maintain a parent log where they record parent interactions to support student learning. These interactions will be done via in-person, phone, email, text and robocalls. Parents will be invited to support classroom instruction by volunteering and participating as chaperones in the school field trips. We ensure all parents who volunteer in the school have completed the online registration form required by CPS. Parents will also take leadership role in coordinating school-wide events such as assemblies, art exhibitions, healthy food market, high school and career fairs.

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

We will continue to encourage parents to participate in open house events to learn about the various programs offered to students and how it will impact their educational needs. We will inform parents about the importance of collaborating with the school through the different opportunities in order to participate in their child's education. Also, ensure parents attend the parent meetings, report card parent conferences, and school events.

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

All information related to the school and parent programs, meetings, and other activities will be communicated via monthly & weekly calendars and reminders. Principal parent newsletter and flyers will

be sent home in Spanish and English. Also, we utilize the school's robocall system and school website to keep parents informed of school programs, meetings and classes.

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.)

Calmecca is committed to providing a program which academically engages students in meaningful learning experiences, structures to improve reading and math excellence, foster intellectual, social artistic, and technological skills supported by community partnerships and by encouraging parental and family involvement. The vision of Calmecca is to empower all students to become competent and literate adults who are life-long learners, critical thinkers and achievers who maintain high expectations in the areas of academic and global diversity. Additionally, we would provide a nurturing, safe and supportive environment by encouraging our students to explore new challenges, take risks, to achieve ongoing goals, and to expand their sense of worth and their commitment to global and civil responsibilities.

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 parent teacher conferences that will be held are the report card pick up/parent conferences days which are scheduled twice a year. The first one will be scheduled during the first week in November and the second one during the third week in April. We also will hold additional parent/teacher conferences based on the student needs.

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 progress reports indicating child's progress or lack of, every 5 weeks as established by CPS. Additionally, parents will have an opportunity to discuss student's progress during the two parent-

teacher conferences scheduled by CPS. Teachers will be available before and after school hours to discuss with parents their child's progress and if necessary during their preparation periods. Parents will be highly encouraged and helped to access the parent portal system to track their child's progress.

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 teachers via email, phone calls and during teacher's daily preparation time. Parents will also be accommodated based on individual basis if scheduled times are not suitable for them before or after school hours.

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.

Opportunities for parents to volunteer and participate in their children's classes will be available in various ways. For example, we plan to institute a parent mentoring program where parents will have the opportunity to support student learning in the classrooms. Parents will either will be a classroom mom in the primary classrooms, volunteers or chaperones on field trips. Parents will have the opportunity to collaborate with school administration to plan school wide school events to support student learning such as Dia Del Nino, assemblies, student incentives, etc. Parents will also have an opportunity to participate in parent\family workshops coordinated by teachers.

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

Parents will support their children's learning by ensuring their children are in attendance on a daily basis. They will be strong supporters of learning at home if they participate in the parent workshop that will be held periodically and will offer a variety of topics, demonstrations, and learning opportunities which can be implemented at home. Parents will be informed immediately via automated system if their child's is absences or tardies. Teachers and administration will hold parent conferences as needed to address the concerns of poor attendance or lack of completion of work with the goal to make improvements.

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

The parents will have constant participation in the decision making process related to their child's education by providing their input in My School, My Voice and school surveys. Also, parents will be able to make decisions during parent monthly meetings such as PAC, BAC and LSC. Parents will be allowed to participate with the staff and administration on the completion and monitoring of the school's CIWP.

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 students will share the responsibility for improved academic achievement by fulfilling their role and adhering to the school's curriculum as presented by the teachers. This can be demonstrated via full participation in class projects and activities, completion of class and homework assignments, coming prepared to learn, and with the necessary tools. They need focus on meeting the school attendance goal. Also, they need to demonstrate a positive attitude with their academic achievement.

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.

At Calmecca Academy all resources (e.g. time, budget, and staff) are aligned to school CIWP priorities. Improving achievement guides resource allocation at our school. The school organizes resources school-wide through schedules and staffing and parent plans that target additional time and individual attention to those students who need it most and to highest priority subject areas. Once the school priorities have been identified, the next step is to align the school priorities with the school budget. All decisions involved in the budget are student centered and data driven. All decisions are focused on improving student learning and improving teaching professional practices. Teachers, parents, provide their feedback to allocate school resources. The school allocates funds for instructional materials to fully support student learning.

As part of this initiative, the parent committees meet on a monthly basis to align to the mission, vision, and priorities of the school. They meet with administration at the beginning of the year to go over scheduling and topics for the year. They submit their calendar to the school for approval. The goal of these meetings are student centered and created to empower and equip parents with the skills and professional development they need to help their child at home.

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.	\$1086.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$700.00
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)	\$1750.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$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>	\$550.00
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 be used only by parents.</p>	\$700.00