

Sir Miles Davis Magnet Elementary Academy 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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:** Teachers are provided with a needs assessment and goal setting template at the beginning of each academic school year. Professional development sessions are created based upon teacher feedback and needs for the upcoming school year. The administrative team conducts classroom observation to monitor instructional practices and the correlation to student assessments and lesson plans. Peer observations lead the ILT are conducted to improve teachers' instructional practices. Teachers will be evaluated by the administration using the REACH Observation Tool. The evaluation process will include a pre and post conference before and after the teacher observation. A Local School Council is in place to work collaboratively with the school in decision making. Parent meetings and a State of the School meeting were held to provide families with NWEA assessment data , STEM updates, and information on the school. Teachers participate in ongoing data analysis, professional development, and peer planning/collaboration to improve student academic achievement. Students and parents are made aware of their data and stretch goals and receive ongoing support to reach their targeted goals.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 1 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:** 2. The ILT team regularly reflects upon the team processes and practices to improve its functioning and progress towards school - wide goals. To ensure that the ILT represents all teachers , a member from each grade band and a special education teacher has been added to the ILT Team. The ILT team meets to review data and identify what is working well and what needs improvement. ILT team members provide coaching support to teachers around MTSS , Technology integration, CHAMPS, and content specific instructional practices to support STEM. Data and information analyzed by the ILT team is shared with the staff via email or staff meetings.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 4 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
 - 3 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Network 11 provides all K-8 teachers with a scope and sequence for ELA, Math and Science which is beneficial. The school has purchased Go Math!, enVision, Reading Street, and My Perspectives to support K-8 ELA and Math instruction. There is a need to expose students to more complex student texts and non-fiction materials. The school has implemented My World as the core K-8 Social Studies curriculum. Professional development has been provided to teachers on the implementation of the My World curriculum. Teachers have developed common units of instruction aligned to the state standards around engineering. Teachers will participate in horizontal and vertical curriculum alignment in 2020.
- 3 - 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
 - 4 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Each teacher is expected to communicate the learning objective to their students daily before, during and after the lesson and have the daily agenda displayed on the television. Teachers are required to indicate higher order questions into their daily lesson plans to promote student thinking. Students are given an exit slip daily or the thumbs up /thumbs down protocol is used as a daily check for understanding at the conclusion of each lesson. Teachers must submit their flexible groups for math and reading in their weekly lesson plan and engage students in small group instruction daily. Teachers use the NWEA RIT Band data and teacher observation to create flexible groups . The administrative team provides teachers with instructional feedback during formal, informal, and pop-in observations. The school has established Habits of Success for students that focuses on the importance of grit to complete all tasks.
- 3 - Balanced Assessment and Grading

- 4 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
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** MDMA has a school-wide grading scale and weights for each category within Gradebook. Each classroom teacher has a required number of grades for each subject. Students are assessed weekly to determine mastery and guide teacher instruction. Teachers submit student assessments weekly with their assessment log and a reteaching plan to the administrative team. Teachers are required to provide reteaching opportunities to students that do not achieve mastery and enter the grades into Gradebook. MDMA provides parents with students' academic progress data that outlines where the students currently are and targeted goals that are expected for the student to achieve. The school provides parents with clear promotion requirements at the beginning and middle of the school year. The promotion requirements are explained at the open house meeting and grade level specific meetings for 3rd 6th and 8th grades. Parents are provided with an opportunity to sign up for Parent Portal at the school during report card pick up and receive 1:1 training. School wide data is shared at the LSC and PAC meetings along with being displayed in the school window and foyer. Students in grades 2-8 are administered an interim assessment (Compass Learning) in ELA and Math every quarter to determine mastery of the CCSS.
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** A MTSS team has been created comprised of teachers from primary, intermediate, upper, special education, and the counselor to review teacher requests for special education. A MTSS document of processes and steps of student interventions has been created. MDMA support staff work with teachers in grades K-2 to provide push-in academic support to students that are at risk for academic failure. Students at risk are engaged in a push in tiered system that includes regular progress monitoring. Students receive small group instruction in ELA and Math to provide at level instructional support daily. Each teacher has been provided a Chromebook cart for students to utilize adaptive ELA and Math websites daily to further support struggling students. The school will provide all targeted K-8 students with a 10 week after school instructional program with a focus on supporting Tier 2 students. During the Teacher Team Meetings ,staff review on-track data for all K-8 students around attendance and grades.
- 4 - 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)
 - 4 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:** Middle school students will be afforded the opportunity to research and visit in-state colleges to be able to make informed decisions about their educational paths and career opportunities. Teachers conduct data meeting with their students to discuss their individual assessment data and set goals for EOY summative assessments. Students also review their on-track data that encompasses their attendance data and student grades. Middle school students will use the Naviance system to make plans for high school, college and careers.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 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:** MDMA students created a school creed which is read daily as part of the morning announcement. The MDMA creed is as follows: Excellence is my expectation. My duty is to become the best that I can be. I will listen and learn daily. I will accept new challenges and always work hard. I will be responsible for my own actions. I will treat others as I would like to be treated. I believe in myself

and my school. Yesterday's difficulties do not determine my victories for today. I determine what I will be. All students are able to recite the creed and understand the meaning of the words. Students are taught Habits of Success which focus on zest, grit, self-control/school work, self-control/interpersonal, optimism, gratitude, social intelligence and curiosity. The school motto is "Excellence is my Expectation" and students are encouraged to live by this motto and apply excellence to everything that they do. Students participate in a SEL class weekly utilizing the Second Step Curriculum. The goal of the Second Step Program is to provide students with coping mechanisms and strategies to deal with anger, grief, bullying, and respect. The staff participated in a 10 week root cause analysis to identify barriers of trust within the school. The staff was able to create an action plan to create a positive school climate and culture. Additionally, a school climate and culture committee has been developed to develop an strategy to resolve conflicts within the building.

- 3 - 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
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 3 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:** The administrative team purchased a new social studies curriculum that addresses local, state, national and international political structures. The curriculum offers the students opportunities to engage in discourse around a variety of topics including current events. The democratic structures are explored as students participate in school-wide elections for offices on the MDMA student council. The students council members take an active role within the school to implement their ideas for school improvement. Additionally, the council members actively explore opportunities to give back to their community through service projects and volunteering. A partnership has been established with an outside organization that speaks to the middle school students about a variety of career opportunities that they may not have been exposed to previously.
- 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)
 - 4 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:** Teachers utilize the Second Step Curriculum to teach social-emotional strategies to all students. The social worker meet with students regularly to provide counseling wrap around services. MDMA provides students with a calm and quiet environment daily. The school utilizes Champs and PBIS to provide students with clear expectations in the classrooms and common areas.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** At MDMA students and parents are made aware of the rules, policies and procedures of the school during the first week of school. Contracts for student behavior, attendance policies, cell phone usage, school uniform policy, etc. are all shared with and signed by the students and parents. The administrative team and teachers reiterate the policies at the open house that occurs within the first few weeks of school. Policies and procedures are enforced equitably throughout the school year.
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 2 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:** MDMA provides parents with opportunities to become involved in the school community through, awards assemblies, thematic assemblies, family engineering activities, sporting events, etc. Parents can gain information about the academic and safety expectations at the school through open house,/PAC meetings, targeted parent focus groups and specific grade level parent meetings. Teachers are required to send home a parent letter at the beginning of the school outlining their academic and behavioral expectations. Teachers submit a weekly log indicating what communications they have had with parents via phone, email, notes home, or face to face conversations. The administration sends home written correspondence and monthly calendars to the parent regularly. Parent University has been established at MDMA to provide parents access to technology and parent training. Teacher Conferences are well attended by MDMA parents and approximately 84% of parents pick up their child's report card on the conference day. Approximately 95% of our parents have an active account on Parent Portal and regularly communicate with the classroom teacher.

School Excellence Framework Priorities

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

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	Improve NWEA literacy growth for students in grades 3-8
Root Cause 1	Lack of effective instructional student differentiation in literacy
Area of Critical Need 2	Improve NWEA 2nd grade student attainment for reading and math

Root Cause 2	Lack of consistent 2nd grade teacher
Area of Critical Need 3	Improve NWEA math growth for students in grades 3-8
Root Cause 3	Lack of effective instructional student differentiation in math
Area of Critical Need 4	NWEA math and reading growth for students with IEP's
Root Cause 4	Lack of the core curriculum (Tier 1) being implemented with fidelity

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
SQRP: National School Attainment Percentile - Math (Grade 2) The 2nd grade student math attainment is significantly lower than the 3-8 attainment in math. Our goal is to increase 2nd grade attainment to 70% of the students at or above the 50th percentile.	African American		68.00	70.00
	EL		50.00	55.00
SQRP: National School Attainment Percentile - Reading (Grade 2) The 2nd grade student reading attainment is significantly lower than the 3-8 attainment in reading. Our goal is to increase 2nd grade attainment to 70% of the students at or above the 50th percentile.	African American		50.00	60.00
	EL		40.00	45.00
SQRP: National School Growth Percentile - Math (Grades 3-8) The school declined in grades 3-8 in the math growth percentile category from SY18 to SY19 on the NWEA. The goal is to increase the math growth percentile in grades 3-8.	African American		75.00	80.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)	African American		76.00	80.00
	EL		60.00	65.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
The school reading growth percentile for students in grades 3-8 did not increase significantly from SY18 to SY19. Our goal is to increase the reading growth percentile in grades 3-8.				
Vision: Attendance Rate	Overall		95.00	95.50
The school attendance rate fell below 95% for SY19 and our goal is 95%				

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 Improve the score on the survey to a 4					

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 high quality, rigorous, differentiated small group instruction in language arts, math, social studies, and science each day that is aligned to the CCSS and Next Generation with fidelity and depth
Then we see...	Students working collaboratively on engaging, differentiated targeted small group activities daily that require critical thinking skills and demonstrate mastery on grade level

	skills which will be demonstrated through weekly assessments, attainment, and growth metrics..
which leads to...	75% of students at grade level or above grade level on the NWEA reading and math assessment (attainment and growth)
Budget Description	Teacher Professional Development Small Group Coaching Pearson PD (Reading, Math, and Social Studies Curriculum) Amplify PD
Tags	Instruction, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers will analyze the effectiveness of instruction based upon assessment data weekly, every 5 weeks, and quarterly. Students will be provided with reteaching and reassessment opportunities based upon the data. Tags: Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Teachers will analyze (deep dive) student NWEA Fall and or Winter 2020-21 data to develop targeted small groups for ELA and Math Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation • (Not started) Students will engage in adaptive technology programs in reading and math daily to provide targeted differentiated instruction in ELA and Math Tags: Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks • (Not started) Students will be administered a weekly assessment to determine mastery of small and whole group CCSS in reading and math. The teacher will analyze the small group data to determine mastery of the CCSS and provide reteaching and reassessment as needed. Tags: Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Tailored Learning/Differentiation • (Not started) The administration will review lesson plans bi-weekly during the teacher team meetings for evidence of small group differentiated lesson plans that aligned to student NWEA and weekly assessment data. Tags: Instruction, CIDL: Curriculum, Math: Rigorous Tasks, Math: Curriculum

	<ul style="list-style-type: none"> (Not started) Targeted after school programs will provide K-8 students with small group intervention and accelerated instruction in ELA and Math. Tags: Instruction, CBE: Supports, Interventions, or Extensions, MTSS: Curriculum & Instruction, OSEL: Tier 2 and 3 Interventions (Not started) ILT will review teacher NWEA BOY, MOY, and EOY to develop a school-wide targeted action plan to improve student growth and attainment on the NWEA in reading and math. The action plan will be shared with all stakeholders. Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, CBE: Supports, Interventions, or Extensions (Not started) Administration will observe lesson plan implementation, whole and small group instruction during pop-in's and Reach observations daily to monitor instruction and provide feedback to teachers designed to improve instructional practices. Tags: Instruction, OSCP: Tier 1 (Not started) Teachers will receive small group coaching from an outside vendor to support student differentiation. Tags: CBE: Supports, Interventions, or Extensions, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning, MTSS: Progress Monitoring
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Strategy 2

If we do...	Utilize the ELA, Math, Social Studies, and Science curriculum with fidelity daily that is aligned to the Network 11 Scope and Sequence, and align units of instruction horizontally and vertically across all grade levels and provide students an opportunity to demonstrate mastery of learning targets
Then we see...	Students will gain meaningful access to grade-level content, core knowledge, and skills and will engage in challenging curriculum
which leads to...	Increase in student growth and attainment on the NWEA - 75% of students at or above grade level and meeting the growth target
Budget Description	Teacher Professional Development
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Authentic Learning, Science: Curriculum, Math: Curriculum

Action steps	<ul style="list-style-type: none"> (Not started) Teachers will engage in vertical planning for ELA and Math quarterly to identify student learning gaps across the grade levels. Tags:Curriculum, CBE: Supports, Interventions, or Extensions (Not started) Teachers will administer a weekly and quarterly summative assessment to student in reading, math, and science. The data from the student assessments will be utilized to plan for differentiated small group instruction and reassessment for proficiency. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth (Not started) The administrative team will review lesson plans for content and to ensure alignment to the Network 11 Scope and Sequence and implementation of the CCSS. Tags:Instruction, CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
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Strategy 3

If we do...	Measure student achievement effectively through cognitively demanding assessment aligned to the Network 11 Scope and Sequence, use data to drive instruction and student supports and utilize research based grading practices, provide timely and accurate student feedback, and provide students with reteaching in whole and or small group and reassessment opportunities
Then we see...	Students will be able to demonstrate their breadth and depth of learning and be motivated to excel on standardized test, weekly assessments, and interim assessments
which leads to...	Increased student performance on NWEA EOY Assessments in reading and math - 75 % at attainment and 75% meeting their stretch goal
Budget Description	Professional Development - small group instruction
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) Administration will monitor teacher Gradebooks bi-weekly for evidence of CCSS, student mastery of CCSS, and reteaching/reassessment . Teachers will receive Gradebook feedback as needed from the administration. Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading (Not started) Administration will run the following reports every 5 weeks: Failure Reports, Teacher Last Grade Entry Report, Students with Grades Below 70%. The

reports will be shared with teachers and the ILT team for review and to develop action plans, as needed.

Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Students receiving a grade below 70% on a weekly or summative assessment will be provided reteaching and reassessment by the classroom teacher. Gradebook will reflect the 2nd attempt by the student to achieve mastery.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Administration and teachers will review the MDMA Grading Policy to ensure that teachers are aware of the grading, grade entry timeline, reteaching and reassessment policy and the policy will be updated as needed.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Administration and teachers will review the MDMA Grading Policy to ensure that teachers are aware of the grading, grade entry timeline, reteaching and reassessment policy and the policy will be updated as needed.

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- (Not started) Administration and teachers will review the MDMA Grading Policy to ensure that teachers are aware of the grading, grade entry timeline, reteaching and reassessment policy and the policy will be updated as needed.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) The administration will review the Network 11 Scope and Sequence with the staff to ensure that Gradebook reflects alignment to the Scope and Sequence and CCSS.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) The administration will review the Network 11 Scope and Sequence with the staff to ensure that Gradebook reflects alignment to the Scope and Sequence and CCSS.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) The administration will review the Network 11 Scope and Sequence with the staff to ensure that Gradebook reflects alignment to the Scope and Sequence and CCSS.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems

	<ul style="list-style-type: none"> (Not started) MDMA staff will research best practices around student grading and assessments to develop a comprehensive grading policy with teacher and administrative input. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p>
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Strategy 4

If we do...	Host biweekly staff PD sessions focused on Social Emotional Learning, develop a democratic process in school wide decision making, provide students with an opportunity for their voices to be heard, develop supportive teacher and student relationships, monthly staff appreciation celebration, and plan monthly staff bonding outings.
Then we see...	A shared sense of ownership in the school community, a supportive environment where teachers, students and administrators feel comfortable and safe to take on the task of experimenting with new practices and improving the school climate and culture for teachers, students and administrators.
which leads to...	Increased collaboration amongst administration, students and staff and an overall improvement of the school climate and culture, which will lead to an improved score on the My School, My Voice Survey student/teacher and student/administration.
Budget Description	Adult SEL Professional Development and Outside Consultant to Lead Bi-Weekly SEL Staff Meetings
Tags	Leadership for Continuous Improvement, CBE: SEL Integration, Equity: Fair Policies and Systems, ONS: Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) The administration will form an Advisory Committee that provides feedback on curriculum, academic programming, school based policies (discipline, scheduling, procedures), learning environment, goal setting, and collective agreement on what expectations are and what productivity looks like at each grade level. <p>Tags:Structure for Continuous Improvement, CBE: SEL Integration, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) The administration will celebrate staff monthly <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) A culture of respect and integrity will be evidenced throughout the school building. All staff will treat each other with respect. There will be an open line of communication, personal accountability is the school norm, and staff will be trained on the Circle of Trust Workshop (SEL for adults)

	<p>Tags:Relational Trust, ONS: Continuous Improvement, OSCPA: Social/Emotional Support, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) A Youth Interventionist will be hired to support SEL for students and facilitate team building activities for the staff. Additionally, the interventionist will encourage and build a young person's connections to the community, including developing meaningful relationships with caring adults, as a way to support academic achievement and thus improve the school climate and culture. <p>Tags:Relational Trust, OSCPA: Social/Emotional Support, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Youth Interventionist and Security personnel will provide Tier 2 SELsupport to students with discipline infractions during the school day. <p>Tags:Supportive and Equitable Approaches to Discipline, CBE: SEL Integration, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Teachers will engage in peer learning walks quarterly to support teacher instruction. <p>Tags:SSCE: Democratic Classrooms or Democratic Schools, SSCE: Inclusive decision-making, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Teachers will engage students in discussions around developing classroom norms aimed at creating mutual trust and respect. <p>Tags:Student Voice, Engagement, and Civic Life, SSCE: Democratic Classrooms or Democratic Schools</p> <ul style="list-style-type: none"> (Not started) Teachers will engage students in discussions that provide structures for students to share new ideas for improving the classroom climate and culture. <p>Tags:Relational Trust, Physical and Emotional Safety, OSCPA: Social/Emotional Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Voice</p> <ul style="list-style-type: none"> (Not started) Student Council will meet monthly to develop a year long calendar of social events and volunteer opportunities for the students and community and provide students with a voice. <p>Tags:SSCE: Community Engagement, SSCE: Inclusive decision-making, SSCE: Student Voice, SSCE: Student Leadership</p>
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Action Plan

Strategy 1

Teachers will analyze the effectiveness of instruction based upon assessment data weekly, every 5 weeks, and quarterly. Students will be provided with reteaching and reassessment opportunities based upon the data.

Aug 26, 2020 to Jun 30, 2021 - ILT, Teachers, and Administration

Teachers will analyze (deep dive) student NWEA Fall and or Winter 2020-21 data to develop targeted small groups for ELA and Math

Oct 12, 2020 to Jun 15, 2021 - Teachers

Students will engage in adaptive technology programs in reading and math daily to provide targeted differentiated instruction in ELA and Math

Oct 05, 2020 to Jun 18, 2021 - Teachers

Students will be administered a weekly assessment to determine mastery of small and whole group CCSS in reading and math. The teacher will analyze the small group data to determine mastery of the CCSS and provide reteaching and reassessment as needed.

Oct 12, 2020 to Jun 18, 2021 - Teachers

The administration will review lesson plans bi-weekly during the teacher team meetings for evidence of small group differentiated lesson plans that aligned to student NWEA and weekly assessment data.

Oct 12, 2020 to Jun 18, 2021 - Administration

Targeted after school programs will provide K-8 students with small group intervention and accelerated instruction in ELA and Math.

Mar 01, 2021 to May 21, 2021 - Teachers

ILT will review teacher NWEA BOY, MOY, and EOY to develop a school-wide targeted action plan to improve student growth and attainment on the NWEA in reading and math. The action plan will be shared with all stakeholders.

Oct 05, 2020 to Jun 18, 2021 - ILT, Admin, Teachers

Administration will observe lesson plan implementation, whole and small group instruction during pop-in's and Reach observations daily to monitor instruction and provide feedback to teachers designed to improve instructional practices.

Sep 07, 2020 to Jun 18, 2021 - Administration

Teachers will receive small group coaching from an outside vendor to support student differentiation.

Sep 01, 2020 to Jun 18, 2021 - Teacher and Administration

Strategy 2

Teachers will engage in vertical planning for ELA and Math quarterly to identify student learning gaps across the grade levels.

Oct 19, 2020 to Jun 18, 2021 - Teachers

Teachers will administer a weekly and quarterly summative assessment to student in reading, math, and science. The data from the student assessments will be utilized to plan for differentiated small group instruction and reassessment for proficiency.

Sep 14, 2020 to Jun 18, 2021 - Teachers

The administrative team will review lesson plans for content and to ensure alignment to the Network 11 Scope and Sequence and implementation of the CCSS.

Sep 07, 2020 to Jun 18, 2021 - Administration and ILT

Strategy 3

Administration will monitor teacher Gradebooks bi-weekly for evidence of CCSS, student mastery of CCSS, and reteaching/reassessment . Teachers will receive Gradebook feedback as needed from the administration.

Sep 07, 2020 to Jun 18, 2021 - Administration

Administration will run the following reports every 5 weeks: Failure Reports, Teacher Last Grade Entry Report, Students with Grades Below 70%. The reports will be shared with teachers and the ILT team for review and to develop action plans, as needed.

Oct 09, 2020 to Jun 18, 2021 - Administration and ILT

Students receiving a grade below 70% on a weekly or summative assessment will be provided reteaching and reassessment by the classroom teacher. Gradebook will reflect the 2nd attempt by the student to achieve mastery.

Sep 07, 2020 to Jun 18, 2021 - Teacher

Administration and teachers will review the MDMA Grading Policy to ensure that teachers are aware of the grading, grade entry timeline, reteaching and reassessment policy and the policy will be updated as needed.

Sep 01, 2020 to Oct 05, 2020 - Administration and Teachers

The administration will review the Network 11 Scope and Sequence with the staff to ensure that Gradebook reflects alignment to the Scope and Sequence and CCSS.

Sep 01, 2020 to Jun 18, 2021 - Administration

Administration and teachers will review the MDMA Grading Policy to ensure that teachers are aware of the grading, grade entry timeline, reteaching and reassessment policy and the policy will be updated as needed.

Sep 01, 2020 to Oct 05, 2020 - Administration and Teachers

The administration will review the Network 11 Scope and Sequence with the staff to ensure that Gradebook reflects alignment to the Scope and Sequence and CCSS.

Sep 01, 2020 to Jun 18, 2021 - Administration

Administration and teachers will review the MDMA Grading Policy to ensure that teachers are aware of the grading, grade entry timeline, reteaching and reassessment policy and the policy will be updated as needed.

Sep 01, 2020 to Oct 05, 2020 - Administration and Teachers

The administration will review the Network 11 Scope and Sequence with the staff to ensure that Gradebook reflects alignment to the Scope and Sequence and CCSS.

Sep 01, 2020 to Jun 18, 2021 - Administration

MDMA staff will research best practices around student grading and assessments to develop a comprehensive grading policy with teacher and administrative input.

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Strategy 4

The administration will form an Advisory Committee that provides feedback on curriculum, academic programming, school based policies (discipline, scheduling, procedures) ,learning environment, goal setting, and collective agreement on what expectations are and what productivity looks like at each grade level.

Sep 07, 2020 to Jun 18, 2021 - Administration

The administration will celebrate staff monthly

Oct 01, 2020 to Jun 04, 2021 - Administration

A culture of respect and integrity will be evidenced throughout the school building. All staff will treat each other with respect. There will be an open line of communication , personal accountability is the school norm , and staff will be trained on the Circle of Trust Workshop (SEL for adults)

Sep 21, 2020 to Jun 18, 2021 - Administration and Teachers

A Youth Interventionist will be hired to support SEL for students and facilitate team building activities for the staff. Additionally, the interventionist will encourage and build a young person's connections to the community, including developing meaningful relationships with caring adults, as a way to support academic achievement and thus improve the school climate and culture.

Jul 01, 2020 to Jun 18, 2021 - Administration and Interventionist

Youth Interventionist and Security personnel will provide Tier 2 SEL support to students with discipline infractions during the school day.

Sep 01, 2020 to Jun 18, 2021 - Security

Teachers will engage in peer learning walks quarterly to support teacher instruction.

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Teachers will engage students in discussions around developing classroom norms aimed at creating mutual trust and respect.

Sep 01, 2020 to Jun 18, 2021 - Teachers

Teachers will engage students in discussions that provide structures for students to share new ideas for improving the classroom climate and culture.

Sep 01, 2020 to Jun 18, 2021 - Teachers

Student Council will meet monthly to develop a year long calendar of social events and volunteer opportunities for the students and community and provide students with a voice.

Oct 12, 2020 to Jun 18, 2021 - Teacher and students

Fund Compliance

ESSA Program

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.

A parent meeting will be held between August and October that will provide MDMA staff and parents an opportunity to provide input on school data and work to create a plan of action. Follow-up meetings will be held as necessary. A Parent Advisory Board (PAC) will be developed and will meet monthly. A flyer will be sent home to all parents to invite them to join the advisory board. All interested parents will be invited to participate.

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

MDMA will provide students will access to targeted small group enrichment and accelerated instruction designed to meet the individual needs of all students. Additionally, a targeted after school program will be held for K-8 students with a focus on literacy and math designed to improve academic achievement for all students.

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.

MDMA students will be provided with daily instruction that is aligned to the CCSS for reading, math, and social studies. The Next Generation science standards will be utilized for science instruction. Teachers will provide small group targeted instruction in reading and math to all students daily. Additionally, the school has purchased several adaptive websites aimed at improving a student's academic performance. Targeted K-8 students will participate in a 10 week after school program that will focus on providing reading and math support for students.

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).

Middle school students will be provided with mentoring to help them to maintain good grades, make better choices, stay out of trouble, and develop a better attitude about school. All Pre-K - 8th grade students that are in need of support will be provided with counseling services and will be referred to outside social service agencies as needed. The school counselor also provides SEL support to all students by providing Second Step instruction (SEL Program) for all Pre-K- 8 students each week. The school promotes post high school awareness by providing student with information about the various types of colleges and trade schools that are available. Since MDMA is a STEM School, the students receive STEM instruction in grades Pre-K- 8 and students are encouraged to pursue STEM programming in high school.

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

CPS teaching positions are advertised on Taleo. The school maintains an updated school website that provides interested teaching candidates with an opportunity to view all of the programs that offered at the school. Candidates complete a rigorous school screening and interview process prior to being offered a teaching position.

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.

Teachers , administration, and paraprofessionals will engage in ongoing professional development around SEL, literacy, math, social studies, and science.

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

MDMA has an active Parent Advisory Board that meets monthly to discuss issues at the school and plan workshops for the parents. The school invites parents to attend gardening day, open house, report card pick-up, honor roll assembly, and sporting events that are held at the school. All information to parents will be sent home with the students. The information will either be in a letter format or flyer format that can be easily read by parents. Information will be sent in English to parents. Information will also be on the MDMA school website. A monthly calendar of school events is sent home each month. The phone number of the school and the contact person will be included on all information sent home to parents so that they may call the school or come up to the school with any questions. The school wants parents to be informed about all events being held at the school for parents and students.

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.

Parents in Pre-K are informed about the lottery process to transition into the K-8 program.

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

Teachers vote each spring on the academic assessments that will be utilized in the school for the upcoming school year. K-8 staff participate in a deep dive of the student data around literacy and math three times a year to develop comprehensive instructional action plans that are designed to improve student achievement.

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.

Students in grades K-8 are administered weekly student assessments and provided feedback from their teacher within 5 days. A student that is struggling with a CCSS is provided the opportunity for reteaching and reassessment. Both grades are entered into Gradebook. K-2 students are progress monitored to provide teachers and parents with updated student achievement data.

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.

The school will implement all federal, state, and local 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.

A parent meeting will be held between August and October that will provide MDMA staff and parents an opportunity to provide input on school data and work to create a plan of action. Follow-up meetings will be held as necessary. A Parent Advisory Board will be developed and will meet monthly. A flyer will be sent home to all parents to invite them to join the advisory board. All interested parents will be invited to participate.

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

A meeting will be held in September or October to inform parents of the Title 1 Program and PAC funds. Flyers will be sent home to parents informing them of the meeting dates and the meetings will be advertised. The Title 1 Annual Meeting will be held on October 2020 and the Organizational Meeting will be held in October 2020

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

The administration maintains an open-door policy, and all parent suggestions will be heard according to school protocols. A parent suggestion box has been placed in the foyer for parents to provide ongoing input to the school administration.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will be provided with their child's performance on the State assessment at report card pick up which will be held twice a year. Additionally, the parents will receive their child's NWEA performance in December. Teachers and the administration will be available to explain the student assessment data to parents.

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 letter will be provided to parents if their child has been taught by a teacher that is not "highly qualified". Parents will be invited to the school to discuss the reason for the teacher not being highly qualified with the school administration.

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

Progress reports are sent home every five weeks so that parents are informed on their child's progress. Parents will receive information on how to sign up for the Parent Portal and view their child's grades. Teachers will also call parents to inform parents their child's progress and phone calls will be recorded on a Communication Log. Workshops will also be held to provide parents information on the Common Core State Standards, NWEA, and how to assist your child at home,

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.

Parent workshops will be held to train parents on how they can best work with their child at home.

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.

A parent volunteer program will be implemented so that parents may volunteer in the morning, lunchroom duty, and outside duty in the afternoon. Parents may obtain a volunteer packet online at cps.edu. The school administration has the final determination on volunteer assignment

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.

Parents will be invited to visit and volunteer in the preschool classroom.

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 to parents will be sent home with the students. The information will either be in a letter format or flyer format that can be easily read by parents. Information will be sent in English to parents. Information will also be on the MDMA school website. A monthly calendar of school events will also be sent home each month. The phone number of the school and the contact person will be included on all information sent home to parents so that they may call the school or come up to the school with any questions.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The mission of MDMA is to transform math, science, and engineering teaching and learning by developing students who know the joy of discovering scientific connections using engineering design loop. An innovative approach to learning will be utilized to design practical solutions for real-life problems in an environment that promote teamwork among st MDMA students.

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.

Parent-teacher conferences will be held whenever a parent or teacher deems it necessary. Teachers will provide suggestions on how the student may

improve and commend students for their positive behavior and grades. There are two scheduled CPS Report Card Pick-Up dates scheduled for November and April of 2020-21.

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 every five weeks. The progress reports will be sent home with the students along with copies of student work. The parent may also sign up for the Parent Portal to monitor the progress of the student the Gradebook. Parents may also email all MDMA staff through the school website.

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

The administration maintains an open-door policy, and all parent suggestions will be heard according to school protocols. A parent suggestion box has been placed in the foyer for parents to provide ongoing input to the school administration. Staff members are available to meet with parents by appointment and during their scheduled daily prep period. Teachers are available during the preparation periods to return phone calls to parents. There is a parent conference request form in the office parents can complete to request a conference or request the teacher call for a phone conference. All staff are available daily via email.

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 can complete a request to volunteer, according to the available volunteer opportunities, and if they complete the volunteer form successfully. Parents may volunteer to supervise students before and after school and during the lunch/recess period. All volunteer assignments are subject to final administrative approval.

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

Parents will monitor their child's homework and work with staff to ensure that students are completing their homework each evening. Parents may monitor their child's student progress in the Aspen Parent Portal.

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

Meetings will be held with the administration, parents, and staff with parents regarding the education of their children, as necessary. Parents may call the school office to set up an appointment to meet with the school team. The counselor, nurse, and social worker, are also available to participate and provide input at these meetings.

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).

Student incentive programs are in place for student attendance, academic achievement, and student behavior. Student input is solicited to encourage a successful incentive program.

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.

Parents will participate in workshops provided by outside consultants and the school administration in increasing their child's academic performance on the NWEA. Additional topics will be coping with stress, websites to support your child's academic performance, and how to best utilize technology.

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.	\$400.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$1200.00
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>	\$0.00
54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	\$0.00