

Ariel Elementary Community Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	Shelton, Coleman, Weems, Delgado	Calendar, work flow, sub committees assignments
02/25/2020	Coleman, Paige, Holmes, Moore, Shelby	Work on parent compact
10/13/2020	Coleman, Shelton, Hill, Brown(Mallare), Smart, Herbert, Johansson, Delgado, Weems	Establish meeting norms and procedures
11/02/2020	Coleman, Shelton, Hill, Brown(Mallare), Smart, Herbert, Johansson, Delgado, Weems	Review goals and update

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 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:** staff survey
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 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
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 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
 - 4 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:**
- 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
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 4 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
 - 3 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
 - 4 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
 - 4 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:**
- 3 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 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)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 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)
- 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 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:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

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

- 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 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)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:**
 - 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
 - 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 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:**
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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	0
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	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: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2

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	Mathematics attainment among grades 2-8
Root Cause 1	Lack of common planning time

Area of Critical Need 2	Literacy attainment among grades 2-8
Root Cause 2	Lack of resources to support targeted instruction
Area of Critical Need 3	Mathematics attainment among students with IEPs
Root Cause 3	Lack of resources to support targeted instruction

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) SQRP for 2019-2020 was at 42nd percentile	Overall		51.00	60.00
	African American		51.00	60.00
Vision: NWEA Attainment G2-8 (Reading) SQRP for 2019-2020 was at 56th percentile	Overall		60.00	62.00
	African American		60.00	62.00
Vision: NWEA Growth G3-8 (Math) SQRP for 2019-2020 was at 50th percentile	Overall		55.00	59.00
	African American		55.00	59.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The rating in supportive environment was weak.				5.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	Create and enforce consistent behavioral norm/expectations for students, we will see decrease in misconducts by 80% by MOY 2020.
Then we see...	100% decrease in class disruption and 100% of time on task
which leads to...	Climate and culture that supports student learning and participation in activities, student growth and achievement.
Budget Description	Teacher team must meet prior to school opening to formulate (1) model to be utilized by all staff to communicate norms and expectations for behavior school wide (2) clear, building wide policy regarding teacher, student, parent roles in disciplinary communications, framework to be followed, assessment of progress, and tools to be utilized for interventions and (3) documentation of all efforts. Team will provide staff development quarterly and evaluate school wide progress.
Tags	MTSS: Problem Solving Process
Action steps	<ul style="list-style-type: none"> (Not started) Teacher grade level teams will meet weekly to create consistent norms for student behavior Tags:#behavior (Not started) Teacher grade level teams will meet weekly to create methods and protocols for enforcement and accountability Tags:#behavior (Not started) Teacher grade level teams will meet monthly to create monitor, review and revise norms and protocols for student behavior Tags:

Strategy 2

If we do...	Based on unique student needs, teachers will develop backward design plans to reach lesson objectives and plan on differentiation (IEP included)
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Then we see...	Differentiated instruction of rigorous tasks leveled for each students' progress
which leads to...	Rigorous student instruction that is differentiated to meet the needs of all students.
Budget Description	
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> (Not started) ADMIN will support teachers in embedding differentiated learning into unit plans. MTSS Team will monitor on track, classroom assessment, and grade data to track identified Tier II, III and Diverse Learner progress. Tags:#academicachievement (Not started) Staff Professional Development within and outside of the school re: differentiation (curriculum, instructional, behavioral) and progress monitoring tools kept up to date. Tags:MTSS: Fidelity of Implementation (Not started) Begin extended learning opportunities - Saturday tutoring, after school inclusive of Tier II, III and Diverse Learners. Tags:CBE: Extended Learning

Strategy 3

If we do...	MTSS Team instructs staff on Differentiation Practices, Implementation, Expectations for school wide consensus of practice with support of curriculum (GO Math, My View, My Perspectives) specialists (to launch use of resources within curricula).
Then we see...	Differentiation of curriculum and instruction across all content areas for students on Tiers II, III and Diverse Learners
which leads to...	Engagement in learning by ALL students and greater school wide attainment in NWEA achievement overall.
Budget Description	MTSS Team meets monthly after school.
Tags	Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Diverse Learning teachers present grade level data re" differentiation in classrooms, share in grade level team meetings, and fidelity to on track data for Tier II, III and Diverse Learners.

	<p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Staff Professional Development re: differentiation practices and progress monitoring success <p>Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 4

If we do...	Increase curriculum rigor and instructional pacing using ongoing formative assessment to inform practice
Then we see...	Increased rigor in instruction and grade level curriculum standards met
which leads to...	increased school wide growth and attainment in mathematics.
Budget Description	Schedule accommodates vertical Math Team meetings bi-monthly.
Tags	Math: Rigorous Tasks, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Vertical Math Team (3-8) meets bi-monthly to identify curriculum challenges, groups needing intervention, acceleration, create cross grade level learning opportunities <p>Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) Teacher Professional Development opportunities within district, between classrooms, and outside of district as identified as per individual teacher need/strength areas. <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Family Math Nights and Walk Through to engage parents in the learning process, how to support math achievement and student learning at home. <p>Tags:FACE2: Parent Engagement</p> <ul style="list-style-type: none"> (Not started) Opportunities for students to apply mathematics to solve challenges, compete etc. across grade levels and content areas through Personal Ongoing Discovery (PODS) activities and Math Teams. <p>Tags:SSCE: Informed Action: Project-based learning or Service Learning, STE(A)M Schools: Instructional Approach (SSS4)</p>

Strategy 5

If we do...	engage teachers in rigorous, on going, professional development in the My View and My Perspectives curriculum and other professional learning opportunities in literacy as needed individually by teachers
Then we see...	increased rigor in classroom curriculum and instruction, greater differentiation and use of formative assessment and data driven decision making
which leads to...	greater student growth in literacy and overall school wide attainment in literacy.
Budget Description	schedule must accommodate common planning time for all literacy teachers; teachers not teaching literacy must also recognize that literacy is taught across content areas.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	<ul style="list-style-type: none"> (Not started) Create Vertical Literacy Team to examine and assess grade level samples of student work using rubrics to analyze students writing across a wide range of diverse texts; comparison of literary works; and content area vocabulary and written response. Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction (Not started) Independent School wide Reading Initiative and Cross Grade Level Book Clubs are Visible, Monitored and Celebrated in ALL classrooms at ALL grades. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts (Not started) Parent Literacy Nights and Reading Walk Through's that teach parents how to support and celebrate reading in the home; recognize student achievement in reading a wide range of diverse texts; and increase the overall excitement for reading. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, MTSS: Family and Community Engagement

Action Plan

Strategy 1

Teacher grade level teams will meet weekly to create consistent norms for student behavior

Sep 08, 2020 to Nov 20, 2020 - GL teams, AP, Dean

Teacher grade level teams will meet weekly to create methods and protocols for enforcement and accountability

Sep 08, 2020 to Nov 20, 2020 - GL teams, AP, Dean

Teacher grade level teams will meet monthly to create monitor, review and revise norms and protocols for student behavior

Sep 08, 2020 to Nov 20, 2020 - GL teams, AP, Dean, Principal, Curr. Director

Strategy 2

ADMIN will support teachers in embedding differentiated learning into unit plans. MTSS Team will monitor on track, classroom assessment, and grade data to track identified Tier II, III and Diverse Learner progress.

- Teachers, Paraprofessionals Administration

Staff Professional Development within and outside of the school re: differentiation (curriculum, instructional, behavioral) and progress monitoring tools kept up to date.

- Teachers, Paraprofessionals, MTSS Team Representatives

Begin extended learning opportunities - Saturday tutoring, after school inclusive of Tier II, III and Diverse Learners.

Jan 23, 2021 to Jan 23, 2021 - Teachers

Strategy 3

Diverse Learning teachers present grade level data re" differentiation in classrooms, share in grade level team meetings, and fidelity to on track data for Tier II, III and Diverse Learners.

Jun 25, 2020 to Jun 25, 2021 - MTSS Team, Grade Level Teachers

Staff Professional Development re: differentiation practices and progress monitoring success

Aug 26, 2020 to Jun 11, 2021 - MTSS Team

Strategy 4

Vertical Math Team (3-8) meets bi-monthly to identify curriculum challenges, groups needing intervention, acceleration, create cross grade level learning opportunities

Jun 17, 2020 to Jun 17, 2021 - Administration, Math Teachers

Teacher Professional Development opportunities within district, between classrooms, and outside of district as identified as per individual teacher need/strength areas.

Jun 01, 2020 to Mar 01, 2022 - Teachers of Mathematics, Diverse Learning Teachers

Family Math Nights and Walk Through to engage parents in the learning process, how to support math achievement and student learning at home.

Sep 23, 2020 to Dec 02, 2020 - Teachers and Parent Volunteers

Opportunities for students to apply mathematics to solve challenges, compete etc. across grade levels and content areas through Personal Ongoing Discovery (PODS) activities and Math Teams.

Oct 13, 2020 to May 18, 2021 - Teachers Community Resources/Volunteers

Strategy 5

Create Vertical Literacy Team to examine and assess grade level samples of student work using rubrics to analyze students writing across a wide range of diverse texts; comparison of literary works; and content area vocabulary and written response.

Jun 17, 2020 to Jun 15, 2021 - Teachers, Diverse Learning Teachers, Curriculum Specialist

Independent School wide Reading Initiative and Cross Grade Level Book Clubs are Visible, Monitored and Celebrated in ALL classrooms at ALL grades.

Jun 19, 2020 to Jun 14, 2021 - All Teachers, Students and Volunteers

Parent Literacy Nights and Reading Walk Through's that teach parents how to support and celebrate reading in the home; recognize student achievement in reading a wide range of diverse texts; and increase the overall excitement for reading.

Jun 30, 2020 to Aug 31, 2021 - Parents, Teachers, Community Volunteers and Library representatives

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.

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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.

School wide needs are analyzed through SQRP data, network data, classroom data, and behavior incident reports, This is used to identify trends and patterns of the achievement of students relative to state content and achievement standards. The administration and teacher teams review all data to determine curriculum and instructional needs so that ALL students may meet and exceed growth targets and CCSS standards criterial. In addition to school and student academic performance and social emotional and/or academic supports are address needed by individual students.

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

Teachers use multiple beginning of the year curriculum/assessments to identify students on the basis of personal and learning efficacy. Lesson plans incorporate specific and measurable six week RTI and differentiated learning opportunities for individual students including Diverse Learners, and Student on Tiers II and III.

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.

In all subjects teachers will use (a) daily mini-lesson to target, sequentially skill development within rigorous grade level expectations (b) formative assessments that communicate to parents and students progress and learning areas for concentration (c) a form for assessing and communicating to all students their progress weekly and to articulate clear goals for learning in CORE content areas.

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).

An MTSS Team will meet with grade level teachers to monitor and support school wide intervention strategies that support the social emotional and academic growth of students. Progress monitoring with fidelity engages all stakeholders - students, parents, teacher and school staff - in a goal (articulated) process. All staff will be trained early on regarding a school wide approach to discipline, intervention centered on equity. Students on Tiers II, III and Diverse Learners will be given opportunities to be mentored, receive differentiated instruction and support. For all students in grades K=8 a strong program that teaches personal finance, investment, economics, entrepreneurship and career exploration is in place.

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

The best attraction to find highly-qualified teachers is to nurture and support highly-qualified teachers in the school. Throughout the years Ariel has maintained a strong school-university partnership taking in pre-service students and student teachers. These students often become part of our staff. More recently,

our school has experienced greater teacher turn around. In revisiting a root cause for this in comparison to previous years we see a) greater numbers of teachers are not as knowledgeable regarding the new strategies and content required by CCSS curricula; b) new students who do not have the grade level competencies challenge the classroom instruction overall; and c) teacher schedules that have made collaboration - particularly in vertical teams difficult d) the opportunities for teacher to learn through collaboration is limited due to an increase in teacher absenteeism. Moreover, in the past the standards of National Board Certification were school wide regardless of whether teachers had received that designation. Therefore, to build qualifications and expertise of our teachers and attract high-quality teachers a teacher to student model will be applied to a teacher to school model. Great teachers acknowledge that each student has different gifts, strengths and concerns and find ways to utilize them. In turn, every teacher has different gifts, strengths and areas of concern that need to be strengthened. Strategies to support highly-qualified teachers will include: 1) Strengthen teacher leadership by investing in the identification of individual teacher strengths to be utilized in overall school leadership; 2) the understanding that everyone has something unique to contribute and will be called upon to make that contribution; 3) teachers will be given equitable schedules focused on their strengths as well as opportunities to support one another (inquire and reflect) and collaborate in efforts to increase teacher (and student) learning; 4) that the professional standards of NBCT teachers will serve as the center for professional expectations within the school and 5) every teacher will be given opportunities both within and external to the school to strengthened identified areas of instructional growth, content knowledge and school wide needs.

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.

High-quality and ongoing professional development will begin with an assessment of teacher and student learning needs as well as teacher teams identifying root cause relationships. Professional development will be consistent (through school wide grade level meetings; vertical team meetings; MTSS team meetings; and Climate and Culture Behavior/Disciplinary Team meetings. Teacher grade level meetings focus on individual student needs, service and interventions and progress monitoring of students on all Tiers. Teams will identify needed areas for professional development that can be provided within the school or without if necessary. Vertical team meetings will focus on employing a rigorous standard of curriculum and instruction utilizing Go Math, MyView, MyPerspective curriculum as identified through the analysis of student work. Vertical teams will employ a rubric for collective 'looking at student work'. The primary focus of the Disciplinary Team will be to insure that ALL teachers, ALL staff, ALL students adhere to the expectations for behavior, respond with consist and appropriate strategies to redirect behavior; and follow the articulated problem solving protocol as articulated at the beginning of the school year. To strengthen the quality of professionalism in our school efforts to proactively diversify site leadership; strengthen collegiality among teachers; demonstrate the symmetry between our school culture and classroom cultures both visually as well as academically and social emotionally; and maintain with consistency throughout the year opportunities for inquiry, reflection and creation of new ideas and approaches to more effectively meet the needs of ALL learners, teachers and staff.

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

To develop a parent community that leads, participates, advocates and assumes collective responsibility for their child's learning in our school we will (1) clearly communicate early on in grade level parent meetings high expectations for both participation in their child's learning and maintaining strong lines of communication with their child's teacher; (2) make their child's learning transparent holding "walk throughs" with parents and discussing how learning occurs and the responsibility for parents to support student work at home; (3) grow relationships with parents that are reciprocal and responsive to how their children learn; (4) develop paths for parents to lead and be advocates for such things as independent reading by developing structures whereby parents can learn, support and engage other parents in literacy

activities at home and at school and (5) build parent knowledge of teaching, learning, finance and economics etc. through hosting a wide range of informative parent workshops and parent nights in which teachers and experts can and support parent learning.

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.

Transition from early childhood programs for children both within our three early childhood classrooms or from community based programs to elementary begins gradually for four year old students in January. At this time several strategies introduce students and families to Kindergarten and First grade teachers and programs through (a) Pre-K to 1st grade Parent-Child Literacy nights; (b) First grade and, later in the year, Kindergarten visiting readers programs. During the spring, shared PreK-1st arts programs, small group visits to the classroom morning meetings, as well as field trips help students learn from one another and become familiar with ways in which classrooms all share similar expectations and ways in which the kind of work and activities may differ. Most importantly, all teachers will teach, share and support a respect for individual differences; ways in which all learners can support one another; and an overall respect for the learning environment of our school.

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 Ariel it is key that all teachers use of academic assessments as well as on-going formative and qualitative assessments to make decisions regarding meeting the curriculum and instructional needs, as well as academic and social emotional supports so that all students can achieve at high levels. For this reason, teachers have common grade level and team level planning time in which to review both quantitative and qualitative data in regard to individual student achievement and overall achievement school wide. Teacher leaders, representing all grade level teams as well as diverse learners meet monthly (the Instructional Leadership Team) to review school wide data, identify gaps at grade level bands, within particular groups of students or in a particular area of CORE instruction. It is in this forum of administration, teacher leaders from all grade level teams, Diverse Learning Teachers and Case Manager that decisions are made to target particular areas, students, or grade levels with curricular and instructional modifications, interventions or programs that address those needs.

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.

Data is reviewed regarding students who have had difficulty mastering proficiently or to advanced levels of achievement throughout the year, during teacher professional development days and at the beginning and end of each instructional year. Because ALL children can succeed, teachers work closely with students to determine ways in which they learn best; alternative approaches to instructional content; and plan ways to extend or enrich learning opportunities that will be the needs of those students identified as not meeting/exceeding standards. The MTSS and ILT teams work in concert to insure that timely, effective assistance is provided. Assistance is provided through (1) an extended day tutoring program that provides all students who need further support with individual and small group tutoring; (2) a Saturday tutoring program; (3) individualized tutoring during the school day through a partnership with the University of Chicago Neighborhood Schools Project and (4) other teacher created and community based programs that help students connect what they are learning to real world experiences that rely on the application of content area knowledge and skills. Critical to all our efforts is a strong family-student-school connection in which students have clear goals communicated to them as well as a well articulated plan for how they can be achieved; families know strategies designed to support progress and how they can support this at

home, and teachers progress monitor improvement and strategies that support the learning needs of those students for which additional support is needed. In teacher teams, progress monitoring is on-going and scheduled for analysis through two week intervals.

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 principal and assistant principal in coordination with district and network support communicate in team meetings and professional development all federal, state, and local service and programs including programs supported under No Child Left Behind, ESSA, violence prevention, nutrition programs, housing programs, adult education and a wide range of other programming offered throughout our community. We have a Health Team that includes social workers and services that works closely with teachers, families and students to make certain that Ariel staff completes the required training necessary to be informed regarding all these and other federal, state and community programs, policies and guidelines. In addition we have a fully dedicated and designated school, parent-community liaison who works with families to coordinate and integrate programs and services afford to children and families.

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.

Quarterly LSC and PAC meetings, State of School meeting, Open House, Curriculum Nights.

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

Sept. 14, 2020 TI annual meeting.
Meetings on progress report days and report card pick-up days.
Website announcement, parents board and notices 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.

The school will hold 3 PAC meetings (BOY, MOY, EOY) as well as state of school meeting, in order to inform and provide opportunity for feedback, response and recommendations for teaching and learning, building policy, student performance and school programs.

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

The school will hold 2 parent/teacher student conferences as scheduled in the district calendar . Student directed conferences will take place in the second quarter. A parent portal and parent, child, teacher meetings are continuously available on an as needed basis.

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.

All Ariel teachers are "highly qualified" and will send District generated letter to all families who request qualifications

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.

Teachers, School Counselor, Principal and Curriculum Director will assist parents of participating NCLB Title I children in understanding the state's academic content standards, student's academic achievement standards and how to monitor their child's progress. Parent information is also distributed through a parent information kiosk.

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.

A parent involvement team led by teachers will design and present parents with opportunities to learn ways to support literacy and math at home, provide parents with resources, offer opportunities for parents to participate in the classroom as well as energize parents in the importance of their participation in school events in general. Parents will be trained in strategies that support strong reading as well as components of such things as technology based learning systems.

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.

In professional development at the start of the school year staff will receive in-service from the Parent Involvement team Team which will also in-service parents on a parent to parent program that will engage parents as critical support to student learning. In this way, parents will participate in both in school and out of school learning activities. Parent newsletter will also inform and engage parents in current learning activities

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.

Parent programs are integrated throughout our Ready To Learn program. Parents volunteer in the classroom; support and school to home reading and activity program. Parents also volunteer to read a favorite story in the 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.

Information regarding school and classroom programs and meetings will be distributed in flyers sent home with students; on signage outside of the school; on the Parent Bulletin Board; as well as through the on-going Parent Blog.

Policy Implementation Activities

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

[X] <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>

[X] <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

[X] <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

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.)

Ariel specializes in Financial Literacy and continues to maintain status as Math and Science specialty school. Ariel uses district approved curricula in order to meet CCSS requirements and preparation for college and career readiness.

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.

Ariel holds 2 parent/teacher conferences as required by BOE. During these conferences there is included a student directed component . Parents can also request conferences and meetings through student portal.

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

Parent portal is updated weekly, parents receive progress reports every 5 weeks . There is a parent blog and classroom newsletters.

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

Parents can request through the portal, teachers are available before school, after school or on their self-directed prep periods if they so choose.
parents have 24 hour email access.

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 must follow the BOE volunteer protocols and process. Classroom teachers encourage room parents, field trip supervision, assistance with school assemblies, tutoring and sports activities.

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

Parents will participate in arranged meetings with classroom teacher/teachers in the classroom either before or after school

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

Parents will participate in arranged meetings with classroom teacher/teachers in the classroom either before or after the school day. Parents are to contact the office, teacher, or counselor when meetings are desired so that appropriate times and staff are involved.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will assure that they arrive to school on time and with consistency. They will assure that they will come to school prepared with homework completed, engage in classroom learning with a positive attitude, and maintain polite and respectful communications with school staff and peers.

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.

A core pillar of the foundation of Ariel Community Academy has been a commitment to and a recognition of a strong school-parent-community partnership. Through the years parent involvement has evolved depending on the needs of our students and families. ESSA states the importance of a greater parent involvement in their child's education than ever before. That said, it has always been evident that the more we involve parents in the real decisions we make every day in school regarding their child's goals and progress toward them, the greater overall student achievement will be. Our goals reflect a regard for what has proved to be successful in engaging parents in the past, as well as the new realities of a distanced view of learning that must deal with current realities of viruses that remain out of the scope of our control. The majority of our families are single parent, female headed households with parent(s) working. Parents themselves have not had access to college programs and often do not see the connections between what our school district defines as on track for high school, college and career readiness. The goals below both:

Goal 1: To strengthen parent-teacher-student communication in regard to the requirements of ensuring their child's success through elementary, middle, high school and college/career readiness.

(1) At the beginning of the school year parent education and information meetings will be held to a. explain the connection between attendance, homework completion, support in the home for learning and maintaining a strong responsive connection with their child's teacher. At this time parents will be asked to complete a survey on behalf of their child (ren) regarding their goals for their child (rens) education; their commitment to maintaining timely and pertinent communication with teachers, and the means by which they can participate optimally in this process - meetings, video conferencing etc. Parents will also receive information regarding what factors contribute to students being on track; community resources available to them to support their child's progress; opportunities and extension in our school day to help students who may need remediation or acceleration programming.

(2) A Parent Liaison (PL), a representative of our school and outside partner (AEI) will be appointed and a list of parent volunteers recruited and assigned for each classroom and grade level. A Parent Liaison Committee with one chairperson for each team Primary, Intermediate I, Intermediate II and Middle School will meet quarterly with the PL to receive updates of any policy, program, of school based activities that are planned for the next quarter. Representative will also come prepared to share any questions or observations communicated to them from parents. The PLC is responsible to making sure that all parents have access to and know how to use the Parent Portal, distributing to each parent necessary forms and school notifications such as upcoming dental visits, eye care, a parent calendar of progress reports and

report card pick ups as well as parent training opportunities that will be offered through the year. A major role of the PLC is to communicate daily parent roles and opportunities to support their child's education.

Goal 2: To increase opportunities for parents to (a) celebrate their child's attainment of goals (academic, social emotional and creative) and (b) learn, in depth, the requisite standards that must be achieved through schooling and outside opportunities for support.

(1) Quarterly. My Path To Success assemblies will held each quarter to recognize student work and progress on a variety of leadership, social emotional, and academic levels including meeting attendance and work completion deadlines.

(2) Student performances of understanding will be offered quarterly highlighting STEAM (science, technology, engineering, art and mathematics as well as creative performances in language arts and the musical and performing arts. Some programs may rely on technology to make presentations available to families in the home.

Goal 3: To provide training to parents in regard to educational technologies; how to support learning in CORE content at home; and community and school programs to inform their own educational and career opportunities.

(1) September. Provide training to parents regarding the technologies employed in the home for learning as well as the means and strategies to assess their child's progress in using them.

(2) October. Set up teleconferencing with parents to be used to update parents of their child's progress and provide strategies used at school that can be complimented at home.

(3) November/ January. Two Parent Literacy Nights in conjunction with our My Very Own Library program to teach parents how to support the development of reading skills, comprehension and overall joy of independent reading.

(4) March. Financial Literacy Week is launched and will provide parents with workshops from community members regarding personal financial literacy, investment and entrepreneurship as well as such things as college planning, insurance coverage and a wide variety of useful family fiscal information.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p>53405</p>	<p>Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.</p>	<p>\$0.00</p>
<p>53205</p>	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$0.00</p>

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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00