

**GREATER ENGLEWOOD COMMUNITY ACTION COUNCIL (CAC)  
STRATEGIC EDUCATIONAL PLAN  
SEPTEMBER 2011**

**A ROADMAP FOR IMPROVING EDUCATIONAL OPPORTUNITIES AND  
COMMUNITY SUPPORTS IN GREATER ENGLEWOOD**

**Greater Englewood Community Action Council (CAC)  
Strategic Educational Plan  
September 2011**

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**I. EXECUTIVE SUMMARY**

It is clear that a collaborative, authentic relationship between the Chicago Public Schools (CPS) and the community is imperative for our schools and students to be successful. Research conducted by the *Consortium on Chicago School Research* showed that low-achieving schools can improve student achievement by making a concerted effort to improve upon five areas, one of which is family and community involvement. This includes the support of parents, local businesses, churches, park districts, community organizations, residents, and other stakeholders within the neighborhood. Informed and intentional input from community stakeholders on strategic educational goals and action plans leads to responsible and sustainable policies, practices, and engagement. As a result, Community Action Councils (CAC) was formed.

The vision of the Greater Englewood CAC is to transform the quality of education in our community ensuring all youth have access to high quality educational programs and community resources enabling successful transitions to post-secondary, career development and changing future trajectories. In order to achieve this vision, the Greater Englewood CAC members serve as active advocates for educational improvement and leaders of change throughout our community.

Since October of 2010, an active and invested group of residents, parents, educators and community members have worked to conduct a thorough assessment of the current state of education in the Greater Englewood community and develop specific recommendations for improvement. The CAC's overarching goal is to strengthen our community through increased levels of accountability, more effective collaboration, and cultivation of quality programs and supports from early childhood to adulthood. As a result of the work over the past several months, the CAC developed the following detailed goals to support the necessary transformation of education in our community.

**Greater Englewood Community Action Council Goals**

<b>Goal #1:</b>	Ensure <i>All</i> Englewood Students Have Access to High Quality Educational Options from Early Childhood Through High School.
<b>Goal #2:</b>	Increase Parental/Caregiver Participation and Expand Support of the Educational, Social and Emotional Development of Englewood Students.
<b>Goal #3:</b>	Ensure <i>All</i> Schools Have Highly Qualified Administrators, Faculty and Staff Fully Invested in Our Community and Students.
<b>Goal #4:</b>	Ensure High Quality Early Childhood Program Options as a Foundation for Student Learning and Development.
<b>Goal #5:</b>	Implement and Coordinate Middle School Instructional Programs Which Effectively Prepare Students for Success in High School.
<b>Goal #6:</b>	Ensure Student-Centered High School Options That Meet Individual Student Needs and Effectively Prepare for Post-Secondary Success.
<b>Goal #7:</b>	Establish More Inviting, Culturally-Relevant (e.g., race, gender, etc.) Learning Climates through Collaboration and Coordination of Instructional Programs.

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<b>Goal #8:</b>	Increase Collaboration Between Schools, Community Organizations, Political Officials, Faith-Based Communities, Businesses, Residents, Parents and Students.
<b>Goal #9:</b>	Support of Youth Empowerment, Character Development and Active Student Voice in Addressing Educational and Community Development Needs.
<b>Goal #10:</b>	More Effectively Leverage School and Community Resources to Provide Safe School Environments, After-School and Extracurricular Supports.
<b>Goal #11:</b>	Implement Emotional and Health Support Services to Support Student Learning.
<b>Goal #12:</b>	All Englewood Schools Utilize State-of-the-Art Technology to Educate Students.

The following document further details our vision for the future state of education in Greater Englewood aligned with specific outcomes and action items. The Greater Englewood Community Action Council looks forward to continuing to partner with the district to make the above goals a reality for our community.

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**II. CPS COMMUNITY ACTION COUNCIL (CAC) BACKGROUND AND OVERVIEW OF THE PROCESS**

Over the last 10 years, the Chicago Public School system has put forth efforts to operate with greater fiscal efficiency and to ensure our children receive a higher quality of education. During this time, CPS has had to make difficult decisions around the fate of many of our schools. Since 2001, over 100 school actions have taken place. Many schools with declining enrollment have been closed and/or consolidated, causing children to be moved from schools that were in closest proximity to their homes. Chronically under-performing schools have been “turned around” and afforded new leadership in order to better the quality of education for our students. Additionally, there has been an increased number of Charter Schools to provide additional educational options for parents.

These efforts are commendable and necessary given the economic state of our district and the chronic failure of schools. However, due to the lack of collaboration with parents and community members, along with unique dynamics and challenges that exist in many communities, the execution of these actions has often times had adverse affects on students, families, and on the overall relationship that CPS has with the broader community. The results of many of these actions have caused parents and community residents to voice their displeasure at Board Meetings, through the media, and through various protests and community organizing efforts. The relationship between CPS and the community has eroded and the level of distrust is greater than ever.

We understand that a collaborative, authentic relationship between CPS and the community is necessary for our schools and students to be successful. Research conducted by the *Consortium on Chicago School Research* showed that low-achieving schools can improve student achievement by making a concerted effort to improve upon five areas, one of which is family and community involvement. This includes the support of parents, local businesses, churches, park districts, community organizations, community residents, and other stakeholders within the neighborhood. Informed and intentional input from community stakeholders on strategic educational goals and action plans, leads to responsible and sustainable policies, practices, and engagement. As a result, Community Action Councils (CAC) was formed.

In October 2010, CPS Family and Community Engagement (FACE) began working with communities to create CACs. These councils consist of 25-30 voting members who are directly involved in developing a strategic plan for educational success within their communities. CAC members include:

- Parents
- Elected Officials
- Colleges and Universities
- Faith Based Organizations
- Community Based Organizations
- Local School Council (LSC) and Parent Advisory Council (PAC) Members

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- Business Leaders
- Health Care Organizations
- Educators and School Administrators
- City of Chicago Sister Agencies
- Community Residents
- Students

The mission of Community Action Councils is to serve as a vehicle of empowerment for parents, community members and other stakeholders to improve the quality of education in their communities by creating, submitting and implementing a strategic plan. The goals of CACs are:

- Inform parents and community members about the status of the schools in their respective neighborhoods
- Proactively engage community stakeholders in developing strategies to improve schools through regular CAC meetings and community dialogues
- Connect schools, students and families to various community resources
- Devise a strategic plan to improve schools in the community
- Develop a community vision for a cradle-to-college/career pipeline
- Solidify recommendations for submission to CEO and Board of Education

Currently, six (6) CACs facilitated by FACE have been working to develop strategic plans to present to CPS. These communities include, Austin, Bronzeville, Englewood, Humboldt Park-Clemente, Humboldt Park-Orr and South Shore. The councils have followed a process of reviewing CPS schools data, researching educational best practices and performing school visits in an effort to develop a strategic plan which outlines goals, objectives and actions for both CPS and the community. Additionally, due to the overwhelmingly positive feedback and support we have received from communities, we are engaging new communities in the formation of CACs. Our goal is to provide a platform for continued dialogue between CPS and the CACs to implement successful educational plans tailored to the needs of the students within the neighborhoods in which they reside.

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**III. GREATER ENGLEWOOD VISION, CORE VALUES AND BELIEFS**

**VISION**

The vision of the Greater Englewood Community Action Council (CAC) is to transform the quality of education in our community ensuring all youth have access to high quality educational programs and community resources enabling successful transitions to post-secondary, career development and changing future trajectories. Aligned with high quality educational programs, we seek for our youth to broaden their aspirations and self worth, have access to strong family and community systems and leverage our community's rich culture and history. Through the active investment in our youth, we will create opportunities for reinvestment and revitalization of the Greater Englewood community at large.

**MISSION**

In order to achieve this vision, the Greater Englewood CAC members serve as active advocates for educational improvement and leaders of change throughout our community. We seek to transform the current state of education through raising standards, expectations and empowering all community members – students, parents, organizations and businesses to serve as advocates for our youth. The CAC's goal is to strengthen our community through increased levels of accountability, more effective collaboration, and cultivation of quality programs and supports from early childhood to adulthood.

**CORE VALUES AND BELIEFS**

Our guiding values and beliefs include:

- The future state of education in the Greater Englewood community is not only the responsibility of the district, but must be a priority for all families, residents and community members. We must take ownership for the change we seek.
- A focus on increased parental engagement and empowerment is critical to not only transform the educational experience of our youth, but also provide critical development for the adults in our community – treating all as lifelong learners.
- It is imperative that all adults that interact with our youth are able to effectively engage, empathize and support positive educational and life experiences. Effective collaboration of educational, social, emotional and community resources is essential to the development of productive citizens and well-rounded lifelong learners in the Greater Englewood Community.
- Student learning will be maximized in a learning climate that nurtures respectful, personalized relationships to encourage the goal of high expectations of all school members and to work together within safe and welcoming school buildings throughout Greater Englewood.
- Every school building should be a stakeholder in the community it lives in and its mission toward that end should be stated at the entrance of every school in Greater Englewood.
- The educational leaders and staffs in our schools must possess a real commitment to our community and the future of its youth. Consistent exposure to empathetic quality leadership and teaching in the Greater Englewood Community leads to academic success.

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**IV. HISTORY AND OVERVIEW OF GREATER ENGLEWOOD COMMUNITY**

Englewood is one of the 77 official community areas of Chicago and has a population of approximately 40,000 inhabitants. Englewood is bordered by 55th Street on the north, 75th Street on the south, Western Ave on the west, and State Street on the east; both the Red Line (Chicago Transit Authority) and Green Line run through Englewood, as well as the Dan Ryan Expressway. It is located on the southwest side of Chicago, Illinois. Englewood was once known as "Junction Grove".

The neighborhood is located seven miles south of Chicago's Loop, is a community rich in history, strong in character and working to rise again. Founded in 1852 as Junction Grove, with the intersection of multiple railroads at the heart of the community, Englewood became part of Chicago in 1889. By 1922, it was home to more than 86,000 people with thousands of trains each day to its 63rd and Halsted shopping district - the second-busiest in the city.

The originally swampy, forested land now called Englewood owes its start to its position as a railroad junction seven miles south of Chicago's Loop. It was annexed to the city in 1889. By 1900, the Germans, Irish and Scots who had made up the majority of the population a decade earlier had been replaced by Poles and other Eastern European immigrants. Apartment building construction in the 1910's and 1920's increased both population density and economic segregation. By 1920 the neighborhood's shopping district at 63rd and Halsted Street was the second largest in the city.

In the 1940's, the Black Belt population on the east side of Chicago began expanding into Englewood where aging real estate has been declining in value. Residential turnover saw the African American population climb from 2% in 1940 to 11% in 1950 to 69% in 1960, reaching 96% by 1970. The population of Englewood peaked at 197,000 in 1960 in spite of the departure of some 50,000 white residents. (SOURCE- Encyclopedia of Chicago, Englewood- From the Englewood Community Profile- Created by Egan Urban Center , DePaul University Nov 2007)

While demographics shifted, the community later began to decrease in population. With a declining shopping district and the abandonment or deterioration of existing housing stock, few Chicago communities saw greater population or housing losses in the 20th Century. During the 1960s and 1970s, the community lost more than 30,000 residents, and by 1990, 43 percent of Englewood residents lived below the poverty line as unemployment hovered around 26 percent. From 1990 to 2007 the population continued to decrease by 19.5%. During this time the Englewood youth population (residents 18 and under) rose from 33.4% to 38.2% making up more than one third of the population. The racial composition remained steady from 1990 to 2007, with nearly 100% of the population African American.

**43.8% of people who live in Englewood and 32.2% of the people from West Englewood live below the poverty level. This is compared to 19.6% in Chicago proper.** (SOURCE - From the Englewood Community Profile- Created by Egan Urban Center, DePaul University Nov 2007)



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**EDUCATIONAL DATA**

	<b>Englewood</b>	<b>West Englewood</b>	<b>Chicago</b>
<b><i>Less than High School</i></b>	<b>40%</b>	<b>38%</b>	<b>28%</b>
<i>High School or Equivalent</i>	29%	32%	23%
<i>Less than 1 Year College</i>	6%	8%	6%
<i>1 or More Year College</i>	15%	14%	13%
<i>Associate Degree</i>	4%	4%	5%
<i>Bachelors Degree</i>	4%	3%	15%
<i>Masters Degree</i>	0.3%	1%	7%
<i>Doctorate</i>	<1%	<1%	1%
<b><i>% 3 years and older in k-12 schools</i></b>	<b>29.4%</b>	<b>28%</b>	<b>20.1%</b>
<i>% of People in Undergraduate Colleges</i>	4.3%	4%	5.6%
<i>% of people in Graduate or Professional School</i>		0.4%	2.0%
<i>% of Students K-12 Enrolled in Private School</i>	4.7%	6.2%	16.7%

Source: <http://www.city-data.com/neighborhood/Englewood-Chicago-IL.html>

Our community has had its share of challenges, but we believe Englewood is poised for a renaissance. An ambitious \$256 million revitalization plan that began in 1999 includes construction of commercial and residential properties, as well as more parks and infrastructure improvements. In 2008, the new Kennedy-King College opened at 63rd and Halsted, followed by a new police station in 2009. Kennedy King College houses a performing arts center and a culinary school.

Dynamic, and sometimes controversial, Englewood has always been a vibrant neighborhood that possesses a strong sense of community imparted from its residents. Given this history and the current changes in the city, Englewood will continue to make its mark on the city's landscape. Investment is returning to Englewood. Community pride is strong and the residents and businesses are committed.

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**V. COMMUNITY ASSETS (COMMUNITY RESOURCES IN COMMUNITY)**

**CPS Schools**

*Elementary Schools*

- John P. Altgeld Elementary School
- Benjamin Banneker Elementary School
- Perkins Bass Elementary School
- Carrie Jacobs Bond Elementary School
- Arna Wendell Bontemps Elementary School
- Claremont Academy Elementary School
- Nicholas Copernicus Elementary School
- Sir Miles Davis Magnet Elementary Academy
- Charles W. Earle Elementary School
- Elaine O. Goodlow Elementary Magnet School
- Simon Guggenheim Elementary School
- Charles R. Henderson Elementary School
- William A. Hinton Elementary School
- Oliver Wendell Holmes Elementary School
- Joshua D Kershaw Elementary School
- Benjamin E Mays Elementary Academy
- Nicholson Math & Science Elementary School
- Luke O'Toole Elementary School
- Francis W Parker Elementary Community Academy
- Providence Englewood Charter School
- Providence Englewood Charter - Bunche
- Asa Philip Randolph Elementary School
- Walter Reed Elementary School
- Betty Shabazz Intl Charter - Barbara A Sizemore
- Jesse Sherwood Elementary School
- Amos Alonzo Stagg Elementary School
- Daniel S. Wentworth Elementary School
- Granville T. Woods Math & Science Academy Elementary Schools
- Elihu Yale Elementary School

*High Schools*

- Amandla Charter School
- William Rainey Harper High School
- Hope College Preparatory High School
- Robert Lindblom Math & Science Academy High School
- Paul Robeson High School
- TEAM Englewood Community Academy High School
- Noble Street Charter School - Englewood Campus
- Robeson Achievement Academy High School
- Southside Occupational Academy High School
- Urban Prep Academy for Young Men Charter – Englewood

**Catholic Schools**

- Visitation Catholic School
- Academy of St. Benedict the African

**Early Childhood Programs**

- Englewood Messiah Head Start
- Holy Child Head Start
- Visitation Head Start Center
- Kennedy King Child Development Center
- Mitzi Friedheim Englewood Child + Family Center

**Post-Secondary Educational Institutions**

- Kennedy King College

**Businesses-**

- Marquette Bank

**Community Organizations/Partners**

- 21<sup>st</sup> Century Community Schools
- Beloved Family Services
- Black Star PTA
- By the Hand
- Changing Worlds
- Chicago Park Districts
- Chicago Public Library
- Children's Home and Aid
- Community Organizing Families and Issues (COFI)
- Consortium for Lowering Obesity in Children (CLOC)
- Designs for Change
- Educational Institute
- Englewood Community Cultural Planning Council

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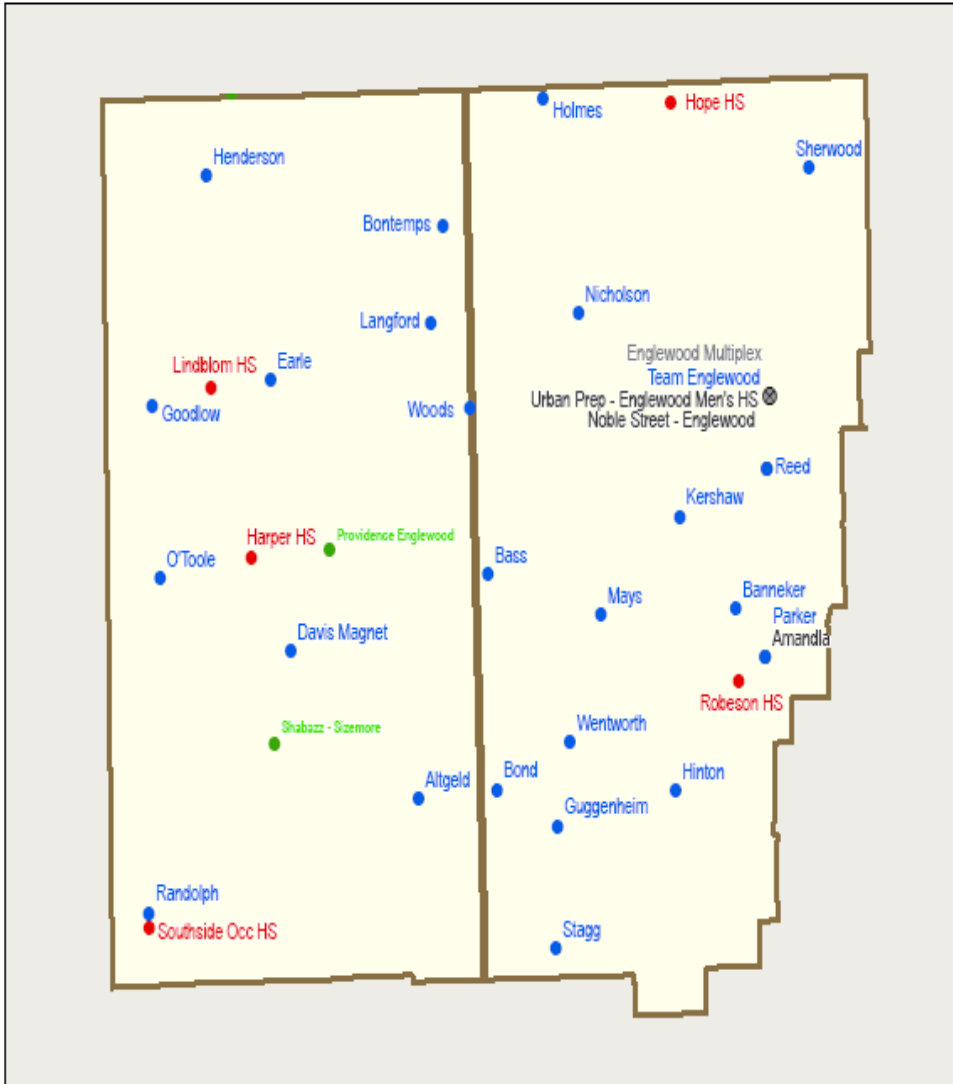
**Community Organizations/Partners**

- Family Focus
- Hargrove Hospital
- Imagine Englewood *If*
- New Schools for Chicago
- Perry Mansion Cultural Center
- Reading is Fundamental (RIF)
- Resident Association of Greater Englewood (RAGE)
- Salvation Army
- Stand for Children
- St. Bernard Hospital
- Teamwork Englewood
- The Montessori Network
- Urban League
- Youth Guidance

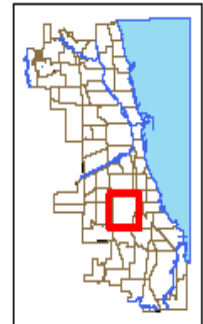
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**VI. Educational Snapshot**

*Greater Englewood (West Englewood and Englewood) Map*



**ENGLEWOOD  
2010-2011**



**LEGEND**

- ⊗ Multiplex
- Charter/Contract
- Charter/Contract HS
- Elementary
- High School
- ▭ Community Area

Department of School  
Demographics and Planning

Elementary Schools

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Elementary Schools	Grades	Population		Utilization	AYP Reading (%)		AYP Math (%)	
		2005	2010	Rate	2005	2010	2005	2010
ALTGELD	Pre-K – 8	707	581	48.3%	44.0	66.9	32.1	76.0
BANNEKER	Pre-K – 8	617	308	33.8%	30.4	47.1	32.5	49.0
BASS	Pre-K – 8	779	416	40.3%	26.3	56.2	17.7	53.7
BOND	Pre-K – 8	674	341	39.4%	27.0	56.2	35.4	62.0
BONTEMPS	Pre-K – 8	624	358	45.9%	41.9	61.3	28.1	70.3
*CICS – BASIL	Charter	N/A	725	N/A	N/A	N/A	N/A	N/A
*CLAREMONT		566	539	50.7%	20.9	56.3	26.5	71.8
DAVIS MAGNET		N/A	447	68.5%	N/A	38.2	N/A	55.4
EARLE	Pre-K – 8	531	307	27.9%	20.8	53.0	16.8	67.1
GOODLOW	Pre-K – 8	585	444	52.7%	23.6	65.0	32.5	62.5
GUGGENHEIM	Pre-K – 8	415	257	69.1%	45.7	60.0	33.6	55.5
HENDERSON	Pre-K – 8	725	439	49.3%	24.6	43.4	33.5	44.7
HINTON	Pre-K – 8	651	375	35.5%	35.0	48.0	25.5	57.4
HOLMES	Pre-K – 8	718	371	36.2%	27.7	38.5	23.8	57.0
KERSHAW	Pre-K – 8	217	244	35.6%	37.5	52.3	40.0	67.3
LANGFORD (FORMERLY COPERNICUS)	Pre-K – 8	558	327	46.4%	33.5	46.6	29.2	54.5
MAYS	K – 8	424	305	46.8%	39.8	71.3	40.9	77.3
NICHOLSON	K – 5	304	475	38.1%	60.0	55.0	74.4	82.1
O'TOOLE	Pre-K – 8	618	563	47.3%	38.7	42.2	45.7	62.9
PARKER	Pre-K – 8	805	757	52.6%	35.3	56.3	30.5	58.4
PROVIDENCE ENGLEWOOD	Charter	N/A	394	N/A	N/A	N/A	N/A	N/A
RANDOLPH	Pre-K – 8	739	607	58.7%	41.0	53.9	45.6	65.0

		Population	Utilization	AYP Reading (%)	AYP Math (%)
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Elementary Schools	Grades	2005	2010	Rate	2005	2010	2005	2010
REED	1 – 8	459	107	12.3%	25.5	42.0	21.6	64.7
SHABAZZ – SIZEMORE	Charter K – 6	302	284	N/A	71.4	56.6	46.8	54.1
STAGG	Pre-K – 8	659	565	53.1%	34.2	48.1	30.1	52.6
SHERWOOD	Pre-K – 8	457	380	48.6%	42.6	50.6	49.6	67.8
WENTWORTH	Pre-K – 8	578	353	34.0%	29.6	53.8	24.6	58.6
WOODS	Pre-K – 8	699	436	40.4%	32.4	58.2	18.4	73.6
*YALE	Pre-K – 8	451	209	25.4%	20.8	48.2	8.5	57.9

*High Schools*

High Schools	Grades	Population		PSAE Reading		PSAE Math	
		2005	2010	2005	2010	2005	2010
AMANDLA			293				
HARPER HIGH SCHOOL	9 – 12	1318	666	17.4	11.3	.5	6.1
HOPE	9 – 12	897	807	60.1	16.3	35.1	9.2
LINDBLOM HIGH SCHOOL	9 – 12	N/A	897	N/A	76.7	N/A	84.4
ROBESON HIGH SCHOOL	9 – 12	1230	722	14.0	2.6	6.6	0.9
SOUTHSIDE OCCIDENTAL HIGH SCHOOL	SPED	N/A	195	N/A	N/A	N/A	N/A
TEAM ENGLEWOOD	9 – 11	N/A	452	N/A	12.2	N/A	8.2
URBAN PREP	9 – 12	N/A	520	N/A	N/A	N/A	N/A

Sources:

*Illinois Department of Education – Illinois Interactive Report Card  
Chicago Public Schools – School Profile*

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**VII. STRATEGIC RECOMMENDATIONS FOR FUTURE STATE OF EDUCATION IN GREATER ENGLEWOOD**

**Goal #1:**

**Ensure All Englewood Students Have Access to High Quality Educational Options from Early Childhood Through High School.**

*Desired Outcomes:*

- Every Englewood Elementary school sets a strong educational and developmental foundation for transition into high school.
  - Every Englewood high school consists of a high quality instructional environment that supports student development and effectively prepares for post-secondary success that is in compliance with common core standards.
  - Englewood families, including those with special needs such as special education and homelessness, understand educational options available in the community and are committed to supporting student development from early childhood through high school.
  - Englewood families are proud to enroll their children in schools in the community and schools across Englewood are working together to increase enrollment of community students.
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**Goal #2:**

**Increase Parental/Caregiver Participation and Expand Support of the Educational, Social and Emotional Development of Englewood Students.**

*Desired Outcomes:*

- Increased parental/caregiver engagement at all levels from early childhood through high school.
  - Increased parental/caregiver awareness of programs and resources that support student development.
  - Implementation of programs and trainings to support parental/caregiver development.
  - Increased communication and collaboration between parents/caregivers, schools and teachers.
  - CPS actively supports parental engagement strategies and activities and provides necessary resources.
- 

**Goal #3:**

**Ensure All Schools Have Highly Qualified Administrators, Faculty and Staff Fully Invested in Our Community and Students.**

*Desired Outcomes:*

- Leverage high quality principal and teacher development programs to recruit and select educators who desire to be in Englewood schools.
  - All Englewood schools have administrators, faculty and staff capable of effectively supporting our students and community.
  - Decreased mobility and turnover resulting in longer-term leadership and partnerships with families and students.
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**Goal #4:**

**Ensure High Quality Early Childhood Program Options as a Foundation for Student Learning and Development.**

*Desired Outcomes:*

- All Englewood families have access to quality early childhood educational options both within CPS and in the community.
  - Englewood families understand the importance of quality early childhood education and take advantage of available options.
  - Englewood families are effectively educated on early childhood program options and understand enrollment process.
  - All age-eligible Englewood students are enrolled in an early childhood program in order to support critical early educational, social and emotional development.
- 

**Goal #5:**

**Implement and Coordinate Middle School Instructional Programs Which Effectively Prepare Students for Success in High School.**

*Desired Outcomes:*

- Middle school instructional programs respond to adolescent developmental characteristics and incorporate research-based practices across the content areas.
  - High quality instructional programs and practices are coordinated across all Englewood middle schools.
  - Middle school instructional programs effectively prepare students for high school and post-secondary readiness.
- 

**Goal #6:**

**Ensure Student-Centered High School Options That Meet Individual Student Needs and Effectively Prepare for Post-Secondary Success.**

*Desired Outcomes:*

- Englewood community has high school options for all students, including high risk students and those not interested in traditional post-secondary pathways.
  - All Englewood students receive a high quality high school education which prepares them for post-secondary education and/or vocational training, employment.
  - Englewood high schools are differentiated based on the developmental needs of students and equally held to a high standard of excellence.
  - All Englewood high schools offer advanced placement courses which effectively equip students for post-secondary readiness.
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**Goal #7:**

**Establish More Inviting, Culturally-Relevant (e.g., race, gender, etc.) Learning Climates through Collaboration and Coordination of Instructional Programs.**

*Desired Outcomes:*

- Parents, communities, and families feel more welcomed in all Englewood schools.
  - Englewood schools leverage best practice instructional programs and effectively coordinate supports across all schools, including expanded use of technology.
  - Administrators, faculty and staff incorporate culturally-relevant practices in their work with students and families on a consistent basis.
  - Structures and supports are in place to enable greater collaboration across Englewood schools.
- 

**Goal #8:**

**Increase Collaboration Between Schools, Community Organizations, Political Officials, Faith-Based Communities, Businesses, Residents, Parents and Students.**

*Desired Outcomes:*

- Establishment of a collaborative vision of partnering with all school and community stakeholders.
  - Implementation of a clear plan for schools and local institutions to partner together to support student, family and community development.
- 

**Goal #9:**

**Support of Youth Empowerment, Character Development and Active Student Voice in Addressing Educational and Community Development Needs.**

*Desired Outcomes:*

- Student perspective and concerns are more actively integrated into planning for school, community development and safety issues.
  - Increased awareness among students and youth of educational rights and how to most effectively advocate for their perspectives, concerns and interests.
  - Administrators, faculty and staff respect and support student voice.
  - Instructional programs enable students to take pride in their community and promote increased self-worth.
  - Students and graduates take greater pride in and actively reinvest in the Englewood community.
  - Englewood high school alumni are actively engaged in the community and serve as youth advocates.
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**Goal #10:**

**More Effectively Leverage School and Community Resources to Provide Safe School Environments, After-School and Extracurricular Supports.**

*Desired Outcomes:*

- All schools in Englewood have effectively coordinated safety plans that provide students with safe passage to and from schools.
  - Englewood schools more effectively leverage community assets to provide students with support and resources.
  - Each school has after-school and extracurricular activities that support instructional, social and emotional development ensuring after school offerings are age-appropriate in content and format.
  - Increased number of community schools in Englewood that effectively leverage community-based wraparound supports and services.
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**Goal #11:**

**Implement Emotional and Health Support Services to Support Student Learning.**

*Desired Outcomes:*

- Englewood schools integrate social, emotional and health development programs for adults and students.
  - All school staff, students and families have access to programs and services that support mental, physical and social emotional wellness.
  - Adults and students are supported in how to best process challenges and issues experienced in the broader community.
  - Englewood schools provide medically accurate information and resources related to sexual health, pregnancy, and parenthood.
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**Goal #12:**

**All Englewood Schools Utilize State-of-the-Art Technology to Educate Students.**

*Desired Outcomes:*

- Englewood schools invest in instructional programs that leverage various forms of technology to educate students.
  - Access to technology is equally distributed across Englewood schools.
  - Increased student awareness of available technology resources in the community and student capacity to use technology.
  - Strengthened partnerships between schools and Chicago Public Libraries, especially at the high school level.
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**ACTION PLANNING**

To accomplish the plan's goals, the Greater Englewood Community Action Council has proposed a series of actions related to each of the outcomes listed below. These actions will be completed in concert with Chicago Public Schools and community partners.

<b>Goal #1: Ensure All Englewood Students Have Access to High Quality Educational Options from Early Childhood Through High School.</b>	
<b>Outcome 1.1:</b> Every Englewood Elementary school sets a strong educational and developmental foundation for transition into high school.	
<b>Action a:</b>	Ensure all elementary schools are meeting the "Five Fundamentals for School Success" and are in compliance with common core standards.
<b>Action b:</b>	Utilize best practice research to identify individual student learning styles and provide student specific instruction based on learning styles beginning at first grade through high school.
<b>Action c:</b>	Educate all Englewood students on the role of education in their lives and encourage them that "being smart" should be viewed as positive and an aspiration to achieve.
<b>Action d:</b>	Standardize and align elementary curriculum to address inconsistencies in quality of instruction and transient students.
<b>Action e:</b>	Strengthen alignment between Englewood elementary schools and high schools defining a clear educational pipeline.
<b>Outcome 1.2:</b> Every Englewood high school consists of a high quality instructional environment that supports student development and effectively prepares for post-secondary success.	
<b>Action a:</b>	Ensure that all high schools are meeting the "Five Fundamentals for School Success" and are in compliance with common core standards.
<b>Action b:</b>	Segment Englewood high schools based on student need and interests and develop programs to support categories of development.
<b>Action c:</b>	Establish longer school days incorporating life skills, soft skills, internships, apprenticeships for future employment as part of the high school curriculum.
<b>Action d:</b>	Incorporate field trips that are directly connected to the core instruction to maximize student learning.
<b>Action e:</b>	Establish instructional curriculum which is inclusive of subject matters that interest students including those that drive their desire to learn.
<b>Outcome 1.3:</b> Englewood families understand educational options available in the community and are committed to supporting student development from early childhood through high school.	
<b>Action a:</b>	Implement a comprehensive marketing program to educate Englewood families on school options, application and admission processes.
<b>Action b:</b>	Encourage schools to identify differentiating characteristics and allow students and parents to enroll in the schools that are best aligned with their needs/interests.
<b>Action c:</b>	Engage parents through outreach and workshops at local shelters.
<b>Action d:</b>	Utilize Local School council (LSC) standing committees on special education as a vehicle to inform parents on issues of specialized services.
<b>Outcome 1.4:</b> Englewood families are proud to enroll their children in schools in the community and schools across Englewood are working together to increase enrollment of community students.	
<b>Action a:</b>	Ensure that all Englewood schools, including charter schools, work actively to recruit and retain students from the Englewood community.

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<b>Action b:</b>	Increase the number of Englewood families who select Englewood schools as “schools of choice”.
<b>Goal #2: Increase Parental/Caregiver Participation and Expand Support of the Educational, Social and Emotional Development of Englewood Students.</b>	
<b>Outcome 2.1:</b> Increased parental engagement at all levels from early childhood through high school.	
<b>Action a:</b>	Develop and implement a clear parental engagement strategy with a specific timeline, benchmarks and implementation plan.
<b>Action b:</b>	Develop and implement ongoing family engagement, parent professional development for all grade levels including high school.
<b>Action c:</b>	Convene schools to share current and strategize on future parental engagement strategies.
<b>Action d:</b>	Establish parent resource centers in each school which are open for the full school day throughout the week and accessible on weekends.
<b>Action e:</b>	Hold parents, legal guardians and agencies accountable for student attendance.
<b>Outcome 2.2:</b> Increased parental/caregiver awareness of programs and resources that support student development.	
<b>Action a:</b>	Encourage parents to embrace the importance of student support not only in elementary schools, but also at the high school level.
<b>Action b:</b>	Educate parents on school day curriculum and grade level expectations through subject-matter thematic field trips and other learning opportunities.
<b>Action c:</b>	Integrate parental educational components into school curriculum nights (e.g., Family Reading/Math Night).
<b>Action d:</b>	Implement parent training and development to increase knowledge in the identification of children with special needs; ensure parents that live in shelters are informed and receive comparable access and support for homeless student population.
<b>Outcome 2.3:</b> Implementation of programs and trainings to support parental/caregiver development.	
<b>Action a:</b>	Conduct classes for parents on school grounds (both academic and skills-based) with appropriate supports (training, etc.) with flexible times at day and night.
<b>Action b:</b>	Conduct parent weekly meetings in parent resource centers for job training and support.
<b>Action c:</b>	Establish and implement workforce development programs for parents/caregivers in Englewood schools.
<b>Action d:</b>	Parents, legal guardians and agencies advocate within the Parent Advisory Council (NCLB) for more parental training and education.
<b>Action e:</b>	Conduct joint parent trainings at Kennedy King College.
<b>Outcome 2.4:</b> Increased communication and collaboration between parents/caregivers, schools and teachers.	
<b>Action a:</b>	Initiate community engagement within individual schools, creating opportunities for dialogue between neighboring principals, collaboration between teachers and sharing of best practices on ideas to team students and create positive relationships.
<b>Action b:</b>	Develop and implement workshops for <i>teachers</i> on how to more effectively interact with parents and caregivers.
<b>Action c:</b>	Develop and implement workshops to educate <i>parents</i> on more effectively interacting with teachers and advocating for students; workshops to include areas such as: student time management, home set-up, homework and learning, environment and toys to buy, programs to watch, books, etc.

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<b>Action d:</b>	Establish the Englewood Community PTA along with the Black Star Community PTA as a vehicle to increase communication and collaboration between parents and teachers.
<b>Outcome 2.5:</b> CPS actively supports parental engagement strategies, activities and provides necessary resources.	
<b>Action a:</b>	Identify funding streams to continue and expand on parental leadership training in the community and provide incentives to parent volunteers.
<b>Action b:</b>	Chief Elementary and High School Officers adopt universal events that occur simultaneously at all Englewood schools to support parental engagement (e.g., inception/introduction of PAC/PTA/other organizations).
<b>Action c:</b>	Provide resources for parent patrols at every Englewood school.
<b>Action d:</b>	Provide ongoing professional development to administrators, faculty and staff on more effectively supporting family engagement at all Englewood schools.
<b>Action e:</b>	Identify resources and options to provide incentives to parent volunteers
<b>Action f:</b>	Increase community representation on LSCs, PACs, and other school advisory bodies.
<b>Goal #3:</b> <b>Ensure All Schools Have Highly Qualified Administrators, Faculty and Staff Fully Invested in Our Community and Students.</b>	
<b>Outcome 3.1:</b> Leverage high quality principal and teacher development programs to recruit and select educators who desire to be in Englewood schools.	
<b>Action a:</b>	Develop criteria and process for selecting administrators, faculty and staff with high levels of commitment to Englewood children and families.
<b>Action b:</b>	Implement "Grow Your Own Englewood" program to recruit and develop faculty and staff from the community.
<b>Action c:</b>	Hire teachers who are mid-career changers to teaching and streamline certification process for those quailed and committed to teaching in the Englewood community.
<b>Outcome 3.2:</b> All Englewood schools have administrators, faculty and staff capable of effectively supporting our students and community.	
<b>Action a:</b>	Principals demonstrate commitment in effectively supporting teacher interest and expertise and a willingness to differentiate positions based on expertise.
<b>Action b:</b>	Develop teacher development programs to ensure greater knowledge of the community, adolescent development and culturally relevant-curriculum.
<b>Action c:</b>	Create and implement a service learning program for all teachers new to the Englewood community.
<b>Action d:</b>	Teachers conduct periodic homes visits as a part of student and parent relationship building.
<b>Action e:</b>	Make professional and self-enhancement development opportunities available to principals and teachers and encourage them to do the same for their students, parents and community.
<b>Outcome 3.3:</b> Decreased mobility and turnover resulting in longer-term leadership and partnerships with families and students.	
<b>Action a:</b>	Provide additional support and professional development opportunities related to the social and emotional needs of Englewood students and families.
<b>Action b:</b>	Provide access to professional learning communities and other structures for peer-support as an opportunity to discuss challenges related to teaching within an urban context.
<b>Action c:</b>	Ensure that all teachers who are new to the profession (less than three years of

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	teaching) have access to a high-quality induction program with an assigned mentor and ongoing professional development.
<b>Action d:</b>	Raise awareness of “vicarious trauma” among school staff in order to prevent burn out and increase positive interactions with students and families.
<b>Goal #4: Ensure High Quality Early Childhood Program Options as a Foundation for Student Learning and Development.</b>	
<b>Outcome 4.1:</b> All Englewood families have access to quality early childhood educational options both within CPS and in the community.	
<b>Action a:</b>	Assess quality, participation, and effectiveness of current early childhood programs.
<b>Action b:</b>	Evaluate all early childhood programs in the community and ensure consistency in academic and developmental standards.
<b>Outcome 4.2:</b> Englewood families understand the importance of quality early childhood education and take advantage of available options.	
<b>Action a:</b>	Identify existing early childhood providers and resources, both formal and informal, in the community and create a directory for parents to access.
<b>Action b:</b>	Create a comprehensive marketing campaign to increase awareness of Englewood families of the importance of a quality early childhood education.
<b>Outcome 4.3:</b> Englewood families are effectively educated on early childhood program options and understand enrollment process.	
<b>Action a:</b>	Coordinate with CPS Pre-K programs in Englewood schools to ensure consistent protocols to refer families to qualified community providers when maximum capacity has been reached.
<b>Action b:</b>	Coordinate with social service agencies, including shelters within the Englewood community to host workshops for families about early childhood options and the enrollment process.
<b>Outcome 4.4:</b> All age-eligible Englewood students are enrolled in an early childhood program in order to support critical early educational, social and emotional development.	
<b>Action a:</b>	Ensure Pre-K options are available for all age-eligible Englewood students.
<b>Goal #5: Implement and Coordinate Middle School Instructional Programs Which Effectively Prepare Students for Success in High School.</b>	
<b>Outcome 5.1:</b> Middle school instructional programs respond to adolescent developmental characteristics and incorporate research-based practices across the content areas.	
<b>Action a:</b>	Develop and provide a series of professional development sessions which address the unique development characteristics and needs of adolescent learners.
<b>Action b:</b>	Identify best practices in middle school instruction, both locally and nationally, and share these practices across Englewood’s elementary school networks.
<b>Action c:</b>	Incorporate instruction based on individual student learning styles to support content mastery.
<b>Action d:</b>	Implement a student learning style survey at the beginning of each year to be used as a tool to guide teacher instruction.
<b>Outcome 5.2:</b> High quality instructional programs and practices are coordinated across all Englewood middle schools	
<b>Action a:</b>	Create small Learning Communities in all schools to create more personalization

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	between adults and students.
<b>Action b:</b>	Develop programs to assist students with developing strong study, organizational and homework skills, which assist with assignment completion, organization of school papers and family engagement in their students' instructional program.
<b>Outcome 5.3:</b> Middle school instructional programs effectively prepare students for high school and post-secondary readiness.	
<b>Action a:</b>	Expose students to the concept of college with "College for a Day" programs.
<b>Action b:</b>	Encourage the adoption of study-skills and success programs, such as AVID, in schools in the Englewood community.
<b>Action c:</b>	Collaborate with Community School partners and other social service agencies to increase middle school student participation in college tours and other learning experiences on college and university campuses.
<b>Action d:</b>	Create early high school credit programs which allow students to earn high school credits in English and Mathematics during middle school.
<b>Goal #6:</b> <b>Ensure Student-Centered High School Options That Meet Individual Student Needs and Effectively Prepare for Post-Secondary Success.</b>	
<b>Outcome 6.1:</b> Englewood community has high school options for all students, including high risk students and those not interested in traditional post-secondary pathways.	
<b>Action a:</b>	Create alternative school models, including: <ul style="list-style-type: none"> <li>• At least one school option for drop out youth;</li> <li>• At least one option focused on intensive social and emotional support; and,</li> <li>• A school that more effectively supports students that have struggled in traditional high school environments.</li> </ul>
<b>Outcome 6.2:</b> All Englewood students receive a high quality high school education which prepares them for post-secondary education and/or vocational training, employment.	
<b>Action a:</b>	Strengthen alignment and student pipeline management between Englewood elementary schools and high schools.
<b>Action b:</b>	Link curriculum and programs across elementary and high schools to enable a seamless transition between schools.
<b>Action c:</b>	Survey and segment current Englewood High School students and determine school models that would best serve the population.
<b>Action d:</b>	Provide all Englewood students with a choice of high school and provide counseling to the most appropriate school based on interest and background.
<b>Action e:</b>	Provide comprehensive preparation for independent living (plan housing, obtain records, transfer social security payments, tenant/landlord rights, etc.).
<b>Action f:</b>	Increase awareness of IEP services and accommodations at the classroom level to ensure teachers can effectively support special needs students.
<b>Outcome 6.3:</b> Englewood high schools are differentiated based on the developmental needs of the students and equally held to a high standard of excellence.	
<b>Action a:</b>	Allow high schools to vary by pedagogical emphasis and enable parents to have choice in which schools their student attends.
<b>Action b:</b>	Incorporate 21 <sup>st</sup> century skills into all existing high school instructional programs, such as: critical thinking, technology and the ability to adapt to a rapidly changing global environment.

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<b>Action c:</b>	Reinvent and restructure Englewood high schools based on student population assessment data, as an example: <ul style="list-style-type: none"> <li>• Establish Harper as a Career-to-Education focused school (research sectors that need skilled workers);</li> <li>• Establish Robeson as Talent Development school;</li> <li>• Establish Hope as a non-selective College Prep school; and,</li> <li>• Keep the current instructional programs at Lindblom, TEAM, and Urban Prep</li> </ul>
<b>Action d:</b>	Create a centralized post-secondary resource center for the Englewood community.
<b>Action e:</b>	Partner with Kennedy King College to provide college-level courses at Englewood high schools.
<b>Action f:</b>	Provide child care centers for pregnant/parenting teens and ensure schools without child care centers provide referrals to these services.
<b>Outcome 6.4:</b> All Englewood high schools offer advanced placement courses which effectively equip students for post-secondary readiness.	
<b>Action a:</b>	<b>Provide opportunities for teachers to attend College Board and College Board-endorsed advanced placement professional development workshops.</b>
<b>Goal #7: Establish More Inviting, Culturally-Relevant (e.g., race, gender, etc.) Learning Climates, Through Collaboration and Coordination of Instructional Programs.</b>	
<b>Outcome 7.1</b> Parents and families feel more welcomed in all Englewood school communities.	
<b>Action a:</b>	Create a learning climate where students and parents feel welcomed and are inviting spaces for student engagement.
<b>Action b:</b>	Establish consistent learning climates in all Englewood schools with a clear priority that is evident the moment a building is entered (e.g., parents should feel welcome, safety should be obvious, and caring environment should be easily felt by students).
<b>Action c:</b>	Designate funds for regular capital improvements in Englewood elementary and high schools.
<b>Outcome 7.2:</b> Englewood schools leverage best practice instructional programs and effectively coordinate supports across all schools, including expanded use of technology.	
<b>Action a:</b>	Increase cultural exposure to the arts and incorporate more performing arts and technology programs during the school day.
<b>Action b:</b>	Incorporate human development and cultural awareness training.
<b>Outcome 7.3:</b> Administrators, faculty and staff incorporate culturally-relevant practices in their work with students and families on a consistent basis.	
<b>Action a:</b>	Develop and incorporate a curriculum in history that addresses the history and value of the Greater Englewood community.
<b>Action b:</b>	Develop culturally-relevant and age appropriate programs for youth, adults and community members for youth to engage out of school time and school hours as necessary.
<b>Action c:</b>	Develop a five-week "History of Englewood" unit in conjunction with Teamwork Englewood and Chicago History Museum with input from teachers, parents and community members.
<b>Action c:</b>	Provide training necessary to teachers and staff to incorporate culturally-relevant practices into their work and relationships on a consistent basis.
<b>Action d:</b>	Establish supportive environments for recommendations to occur, including training, materials, curriculum, time guidance, vision and humility.



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<b>Outcome 7.4:</b> Structures and supports are in place to enable greater collaboration across Englewood schools.	
<b>Action a:</b>	Leverage the reorganization of CPS Instructional Areas to Networks and Collaboratives to support collaboration across Englewood elementary and high schools.

<b>Goal #8: Increase Collaboration Between Schools and Community Organizations, Political Officials, Faith-Based Communities, Businesses, Residents, Parents and Students.</b>
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<b>Outcome 8.1:</b> Establishment of a collaborative vision of partnering with all school and community stakeholders.	
<b>Action a:</b>	Adopt a school mentoring model in partnership with local churches.
<b>Action b:</b>	Partner with Kennedy King College to bring in college educators to work with the younger students to promote and encourage college attendance.
<b>Action c:</b>	Establish an Englewood PTA in partnership with the Black Star Community PTA.
<b>Action d:</b>	Partner with local organizations and businesses to provide internship programs for Englewood students.
<b>Action e:</b>	Increase technical education options for youth linked to trades that are in high demand (e.g., healthcare, manufacturing, entrepreneurship, agriculture).
<b>Outcome 8.2:</b> Implementation of a clear plan for schools and local institutions to partner together to support student, family and community development.	
<b>Action a:</b>	Develop strong mentoring programs where community partners work with students within individual schools.
<b>Action b:</b>	Open Englewood schools to qualified organizations to provide wraparound services.
<b>Action c:</b>	Partner w/local media (radio & TV) for student achievement celebrations (e.g., WGCI, WKKC student attendance celebrations).

<b>Goal #9: Support of Youth Empowerment, Character Development and Active Student Voice in Addressing Educational and Community Development Needs.</b>
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<b>Outcome 9.1:</b> Student perspective and concerns are more actively integrated into planning for school, community development and safety issues.	
<b>Action a:</b>	Implement student-led tutoring programs at each Englewood elementary school, partnering pre-K – 3 students with 5 – 8 <sup>th</sup> grade students for tutoring in literacy and math.
<b>Action b:</b>	Create youth development and empowerment programs in each school, incorporating: <ul style="list-style-type: none"> <li>• Community career fairs ;</li> <li>• Social and culturally-relevant curricula; and,</li> <li>• Social justice curricula.</li> </ul>
<b>Action c:</b>	Develop in-school suspensions that benefit student engagement in the building, increase self-worth and provide reasons to want to remain in school; eliminate homeless students being sent “home” for suspensions.
<b>Outcome 9.2:</b> Increased awareness among students and youth of educational rights and how to most effectively advocate for their perspectives, concerns and interests.	
<b>Action a:</b>	Mandate restorative justice programs in all Englewood schools.
<b>Action b:</b>	Increase awareness of the right to immediate enrollment for unaccompanied homeless youth, including runaways.

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<b>Outcome 9.3:</b> Administrators, faculty and staff respect and support student voice.	
<b>Action a:</b>	Develop a youth-led training for teachers and paraprofessionals about youth culture and needs addressing issues raised regarding needing more respectful teachers.
<b>Outcome 9.4:</b> Instructional programs enable students to take pride in their community and promote increased self-worth.	
<b>Action a:</b>	Incorporate internship programs centered on advocacy, activism and public policy.
<b>Outcome 9.5:</b> Students and graduates take greater pride in and actively reinvest in the Englewood community.	
<b>Action a:</b>	Partner with community activist organizations to be trained on basic concepts of civic engagement and leadership.
<b>Action b:</b>	Students develop civic campaigns that promote pride and value for the Englewood community.
	Re-design current service learning programs to engage students in the Greater Englewood community.
<b>Outcome 9.6:</b> Englewood high school alumni are actively engaged in the community and serve as youth advocates.	
<b>Action a:</b>	Develop a campaign to increase awareness of the current state of Englewood schools among Englewood school alumni
<b>Action b:</b>	Develop and/or strengthen the alumni support networks within Englewood schools creating alumni organizations to assist schools with specific needs
<b>Goal #10: More Effectively Leverage School and Community Resources to Provide Safe School Environments, After-School and Extracurricular Supports.</b>	
<b>Outcome 10.1:</b> All schools in Englewood have effectively coordinated safety plans which provide students with safe passage to and from schools.	
<b>Action a:</b>	Support community engagement that goes beyond parental meetings; partner with local retailers to discourage serving students during school hours because this affects truancy.
<b>Action b:</b>	Train all adults in the school in conflict resolution and adolescent development.
<b>Action c:</b>	Clearly articulate plan (per each high school) for supporting student safety – in student friendly terms.
<b>Action d:</b>	Develop a safe haven for our children inside the high schools when school is out.
<b>Outcome 10.2:</b> Each school has after-school and extracurricular activities which support instructional and social and emotional development and are age appropriate in content and format.	
<b>Action a:</b>	Collaborate with community school partners and other youth development organizations to offer a menu of activities that address the emotional needs of Englewood youth.
<b>Outcome 10.3:</b> Increased number of community schools in Englewood that effectively leverage community-based wraparound supports and services.	
<b>Action a:</b>	Raise awareness of the unique challenges faced by students in temporary living situations through increased training opportunities for school staff on issues impacting these students.
<b>Goal #11: Implement Social, Emotional and Health Support Services to Support Student Learning</b>	
<b>Outcome 11.1:</b> Englewood schools integrate social, emotional and health development programs for adults and students.	
<b>Action a:</b>	Staff (including operations staff) should be developed with efficacy to encourage

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	sensitivity to the feelings and considerations of others, to use words that encourage rather than words that have a negative impact.
<b>Action b:</b>	Offer wellness programs, such as: yoga, meditation, and other natural healing to create a true culture of calm.
<b>Action c:</b>	Reinstate recess at all elementary schools with an appropriate safety plan.
<b>Action d:</b>	Coordinate with city agencies to increase the number of school-supported community gardens.
<b>Outcome 11.2:</b> All school staff, students and families have access to programs and services that support mental, physical and social-emotional wellness.	
<b>Action a:</b>	Incorporate information about health issues within the Greater Englewood community, such as lead, asthma, diabetes and obesity.
<b>Action b:</b>	Foster partnerships to provide mental and primary health care on-site, not just at local clinics.
<b>Action c:</b>	Encourage school leadership to provide on-site opportunities for health and wellness for school faculty and staff.
<b>Action d:</b>	Make behavioral health just as important an issue as student attendance, test scores and AYP.
<b>Action e:</b>	Address lead poisoning and the impact that it has on student learning.
<b>Outcome 11.3:</b> Adults and students are supported in how to best process challenges and issues experienced in the broader community.	
<b>Action a:</b>	Provide professional development on trauma and “vicarious trauma” to prevent burnout.
<b>Action b:</b>	Create programs to promote more awareness of sexually transmitted infections.
<b>Action c:</b>	Offer counseling and group coaching to students with opportunities to learn long-term planning and goal setting.
<b>Action d:</b>	Raise awareness of the unique challenges faced by students in temporary living situations through increased training opportunities for school staff on issues impacting these students.
<b>Outcome 11.4</b> Englewood schools provide medically accurate information and resources related to sexual health, pregnancy, and parenthood.	
<b>Action a:</b>	Englewood schools partner with community organizations to provide medically accurate information about sexual health to students per CPS Family Life Comprehensive Sexual Health Policy.
<b>Action b:</b>	Support and encourage the development of district policy on pregnant and parenting students.
<b>Action c:</b>	Refer students to child care in collaboration with schools, agencies, and CAC.
<b>Goal #12: All Englewood Schools Utilize State-of-the-Art Technology to Educate Students.</b>	
<b>Outcome 12.1:</b> Englewood schools invest in instructional programs that leverage various forms of technology to educate students.	
<b>Action a:</b>	Use of technology to individualized learning – tie it into assessments given to students.
<b>Action b:</b>	Partner with the Smart Communities Program technology program to offer various trainings for students.
<b>Outcome 12.2:</b> Access to technology is equally distributed across Englewood schools.	
<b>Action a:</b>	Determine current distribution of technology resources across Englewood schools.

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	Provide CPS funding and work to solicit grant funds to purchase needed technology.
<b>Outcome 12.3:</b> Increased student awareness of available technology resources in the community and student capacity to use technology.	
<b>Action a:</b>	Collaborate with Englewood assets to identify resources that offer access free to technology.
<b>Outcome 12.4:</b> Strengthened partnerships between schools and Chicago Public Libraries, especially at the high school level.	
<b>Action a:</b>	Share technology based curriculum and programs with Englewood libraries and collaborate to develop after school technology programs that support the in-school curriculum.

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**VIII. NEXT STEPS**

The Greater Englewood Community Action Council (CAC) plans to move forward with the following key next steps:

- Conduct meeting with CEO Jean Claude Brizard on September 19<sup>th</sup> to present strategic plan.
- Share strategic plan and receive broader community feedback.
- Mobilize community institutions around implementation of the strategic plan.

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<b>APPENDIX</b>
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**GREATER ENGLEWOOD COMMUNITY ACTION COUNCIL (CAC) MEMBERS**

Asiaha Butler Englewood Resident, RAGE, LSC Member, CPS Parent, CAC Co-Chair, Black Star Community  
PTA President

Latesha Dickerson, Englewood Resident, CAC Co-Chair  
Tiffini Andorful, Stand for Children

LaTisha Burwell, Marquette Bank, CPS Parent  
Chris Butler, New Schools for Chicago

Lindsay Coleman, Chicago Public Library, Englewood Resident, CPS Parent  
Beverly Covington, Hartgrove Hospital  
Deborah Crable, Kennedy King College  
Leslie Drish, Chicago Urban League

Verlenn Files, Englewood Resident, CPS Parent

Rochester Green, Englewood resident, Peer Parent Educational Network, CPS Parent  
Thomas Hale, The Montessori Network

Elizabeth Hart, Educator, U of C - School of Social Service Administration

Estella Holloway, Englewood resident, LSC Member, CPS Parent  
Cecile Johnson, Imagine Englewood if

Doris Jones, Teamwork Englewood

Sheree Mayfield, Reading is Fundamental

Tamulea Miller, Englewood resident, CPS Parent

Barbara Pritchett, Neighborhood Housing Services, CPS Parent

Celeste Reid, Educator, Teamwork Englewood

Valencia Rias-Winstead, Designs For Change

Jenice Sanders, Educational Institute

Anton Seals, Representative of Congressman Bobby L. Rush

Anya Tanyavutti, Children's Home & Aid

Raymond Thompson, Thompson Community Relations Group, Englewood Resident, CPS Parent

Michael Tidmore, TEAM Englewood

Barbara Young, St. Bernard Hospital

**CHICAGO PUBLIC SCHOOLS TEAM MEMBERS**

Brenda Bell, Family and Community Engagement, Chicago Public Schools, CAC Liaison

Amber Damerow, CPS Students in Temporary Living Situations, CAC Secretary

Adrian Willis, Network Chief, Englewood-Gresham

Luis Valadez, CPS – Students with Temporary Living Situations

**STRATEGIC PLANNING CONSULTANT**

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