# Roald Amundsen High School 2020-2022 plan summary

## Team

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|---|---|---|---|
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# Team Meetings

| Date | Participants | Topic |
|---|---|---|
| 02/11/2020 | CIWP Team | CIWP Overview & Timeline, SEF Ratings, Next Steps |
| 02/25/2020 | CIWP Team | Identifying Critical Areas of Need & Goals, Next Steps |

# 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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)

- o 3 Enable staff to focus and prioritize what matters most
- o 4 Employ the skills to effectively manage change
- o 4 Make ?safe practice? an integral part of professional learning
- o 4 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 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
  - o 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

# Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 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
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- o 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)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

## Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**:

# 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 | 2 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 1 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 3 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 4 |
| 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: Family & Community Engagement | 0 |

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 3 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **0** |
| 3 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | **0** |
| 4 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **0** |
| 4 | Quality and Character of School Life: Physical and Emotional Safety | **0** |
| 4 | Quality and Character of School Life: Relational Trust | **0** |

# Goals

## Areas of critical need and root cause analysis

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

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

| | |
|---|---|
| Area of Critical Need 1 | 10 Grade PSAT Annual Growth Percentile in Math |
| Root Cause 1 | There is a disconnect between prior learning and what is taught in 10th grade Geometry, so students struggle more to just learn the basics. Additionally, the current curriculum for 10th grade math does not math PSAT Grade 10 math questions. |
| Area of Critical Need 2 | 11th Grade SAT Growth Percentile for Diverse Learners |
| Root Cause 2 | Need time to discuss, create, and practice a strategy of how to use their A&Ms to improve the testing experience and scores. 11th grade DL students need a modified curriculum, support beyond the classroom, and access to programs aimed at their individual needs in areas of concern. |
| Area of Critical Need 3 | 11th Grade SAT Annual Growth Percentile in Reading |
| Root Cause 3 | Reading skills addressed in SAT are not always taught in the 11th grade; thus, a new |

| | |
|---|---|
| | curriculum to emphasize reading must be developed, implemented and followed in English III classes. |
| Area of Critical Need 4 | Average Daily Attendance Rate |
| Root Cause 4 | Students do not see a relationship between daily, punctual attendance and progress, communication with peers and staff as beneficial to one's self and one's growth potential. Parents have not been made involved in the importance of daily, punctual attendance and its impact on progress for students. |
| Area of Critical Need 5 | Percent of Students Meeting/Exceeding Combined College Readiness Benchmarks on the PSAT/SAT Assessment Series |
| Root Cause 5 | Not all teacher teams collaborate with an emphasis on Benchmarks, strategies for student attainment of Benchmarks, and development of assessments to analyze growth and needs for deficiencies of attaining Benchmarks. |

# Vision metrics

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| SQRP: PSAT10 Annual Growth Percentile-Math<br><br>Our vision is that all students graduate from Amundsen College ready, which is measured the percent of students meet and exceed the college readiness benchmarks. | Overall | | 25.00 | 40.00 |
| | | | | |
| SQRP: SAT Cohort Growth Percentile<br><br>Amundsen believes in equitable education for all students and we want our student achievement data to reflect that. | Students with IEPs | | 40.00 | 50.00 |
| | | | | |
| SQRP: SAT Annual Growth Percentile-Reading | Overall | | 40.00 | 60.00 |
| | | | | |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| Our vision is that all students graduate from Amundsen College ready, which is measured the percent of students meet and exceed the college readiness benchmarks. | | | | |
| Vision: Attendance Rate | Overall | | 91.00 | 92.00 |
| As a neighborhood school, Amundsen students struggle with attendance.The reasons for poor attendance are numerous, so our attendance plan must be multi-tiered to have an<br><br>impact on overall attendance rates. Every member of the Amundsen community participates in our attendance strategy<br><br>Amundsen will continue with a multi-tiered attendance approach: student contracts with attendance expectations of 90% with accountability; hall sweeps to ensure students arein class on time; attendance incentives to encourage positive behaviors; multiple after school instructional opportunities to allow for attendance recovery; parent communication using phone triggers, personal phone calls, and 5-day/10-day truancy letters | | | | |
| Vision: College Readiness SAT | Overall | | 50.00 | 60.00 |
| Our vision is that all students graduate from Amundsen College ready, which is measured the percent of students meet and exceed the college readiness benchmarks. | | | | |

## Required metrics (Highschool) (0% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey** (Blank) | | | | | |

## Custom metrics (0% complete)

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

# Strategies

## Strategy 1

| | |
| --- | --- |
| If we do... | use existing course team/department meeting structures to prioritize the development of our Mathematics Department by ensuring teacher collaboration focuses on (1) incorporating the skills and questions that appear on the P/SAT Math section into classroom tasks and assessments, (2) analyzing student work to identify students' strengths and weaknesses, and (3) developing a Multi-tiered System of Support (MTSS) framework to target instruction and interventions based on students' needs |
| Then we see... | (1) students engaged in standards-based instruction aligned to the CCSS Math Standards assessed on the P/SAT and (2) an increase of rigorous authentic assessments and instructional tasks with varying DoK levels for diverse learners, English learners, and advanced learners |
| which leads to... | (1) an increase in 10th grade PSAT annual growth percentile in math to the 40th percentile, and (2) an increase in the percentage of all students meeting benchmarks on the P/SAT to 60% by EOY SY22. |
| Budget Description | Overtime money for teachers to work in teacher teams, P/SAT boot camp, laptop carts for Khan Academy |
| Tags | Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth, OSCPA: College and Career Readiness |
| Action steps | <ul><li>(Not started) PSAT administered to all 9th, 10th, and 11th grade students. The PSAT results provides a comprehensive data report that reveals targeted areas for skill improvement, which is valuable information that teachers can use to impact instruction. Students will also receive comprehensive data reports to create individualized goals.<br><br>Tags:</li><li>(Not started) Students will create their College Board and Khan Academy accounts that will link to their PSAT scores to their accounts. Math teachers will utilize Khan Academy to supplement their curriculum and provide targeted MTSS to students to ensure that they are meeting goals of standards.<br><br>Tags:</li><li>(Not started) When the PSAT scores are released to educators, implement a school-wide PSAT Workshop/Data Analysis where teachers will: (1) receive an interactive workshop on how to utilize the PSAT data reports to inform their classroom instruction, (2) analyze the question analysis report to determine structure, content, DoK levels, and patterns/trends, (3) experience PSAT test</li></ul> |

items and discuss alignment to the relationship of CCSS, and (4) reflect on the connections between curriculum, instructional strategies, and assessment and how they can support achievement on the P/SAT.

Tags:

- (Not started) When the PSAT scores are released to students, math teachers will help students (1) read and understand skills they have demonstrated and those they need to develop, (2) identify patterns in their incorrect answers to help them develop a plan for improving college readiness, and (3) investigate the questions they answered incorrectly and develop a deeper understanding of the test and their own strengths and weaknesses.

Tags:

- (Not started) The math department will meet in course teams to (1) unpack the standards being assessed on the PSAT to understand what they are asking students to Know, Understand, and Do, (2) implement tasks that are aligned to the authentic intent of the standards, (3) align assessments to standards, (4) analyze the tasks and assessments for students' strengths and weaknesses, (5) identify actionable steps to provide targeted MTSS to students to ensure that they are meeting and/or exceeding college and career readiness benchmarks.

Tags:

- (Not started) The math department will conduct a vertical alignment gap analysis to evaluate their current vertical alignment maps to ensure the scope and difficulty of tasks and assessments reflect the increase in text and question complexity from the PSAT 9, to PSAT 10 to the SAT. Based of the vertical alignment gap analysis, the department and math course teams will adjust their vertical alignment and curriculum maps to make sure the scope and difficulty of work being done in math classrooms reflect this progression.

Tags:

- (Not started) The ILT will monitor the progress in implementing the CIWP through learning walks and curriculum, assessment, student work, and school-wide data analyses to help address gaps within the math team and address professional development needs.

Tags:

- (Not started) The SAT and PSAT is administered to all 9th, 10th, and 11th grade students.

Tags:

- (Not started) When P/SAT scores are released, the math department and course teams will analyze student data, reflecting on student growth, areas of strengths

| | and weaknesses, and begin creating goals for SY22. In SY22, the math department will continue with the same data cycle outlined for SY21.<br><br>Tags: |
|---|---|

## Strategy 2

| If we do... | build teacher capacity to ensure that there is a true understanding of all strategies and resources that can be used to support diverse learners |
|---|---|
| Then we see... | (1) classrooms that allow students to have access to a modified curriculum and (2) support and programs beyond the classroom aimed at their individual needs |
| which leads to... | an increase in 11th grade SAT annual growth percentile for diverse learners to the 50th percentile by EOY SY22. |
| Budget Description | Overtime to pay teachers, P/SAT boot camp, laptops for Khan Academy. |
| Tags | MTSS: Curriculum & Instruction |
| Action steps | • (Not started) When school resumes for SY21, the administration team, ILT, Case Manager, and Special Education chair will meet to create a comprehensive plan to support both special education and general educations teacher who support diverse learners to ensure both teachers and students have an understanding of all strategies and resources that can be used to support diverse learners.<br><br>Tags: |

## Strategy 3

| If we do... | use existing course team/department meeting structures to prioritize the development of our English Department by ensuring teacher collaboration focuses on (1) incorporating the skills and questions that appear on the P/SAT Evidence-Based Reading and Writing section into classroom tasks and assessments, (2) analyzing student work to identify students' strengths and weaknesses, and (3) developing a Multi-tiered System of Support (MTSS) framework to target instruction and interventions based on students' needs |
|---|---|
| Then we see... | (1) students engaged in standards-based instruction aligned to the CCSS ELA Standards assessed on the P/SAT and (2) an increase of rigorous authentic assessments and instructional tasks with varying DoK levels for diverse learners, English learners, and advanced learners |
| which leads to... | 1) an increase in 11th grade SAT annual growth percentile in Reading to the 60th percentile, and (2) an increase in the percentage of all students meeting benchmarks on the P/SAT to 60% by EOY SY22. |
| Budget Description | Overtime money for teachers to work in teacher teams, P/SAT boot camp, laptop carts for Khan Academy |

| | |
|---|---|
| Tags | Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OSCPA: College and Career Readiness |
| Action steps | • (Not started) PSAT administered to all 9th, 10th, and 11th grade students. The PSAT results provides a comprehensive data report that reveals targeted areas for skill improvement, which is valuable information that teachers can use to impact instruction. Students will also receive comprehensive data reports to create individualized goals.<br><br>Tags:<br><br>• (Not started) Students will create their College Board and Khan Academy accounts that will link to their PSAT scores to their accounts. Math teachers will utilize Khan Academy to supplement their curriculum and provide targeted MTSS to students to ensure that they are meeting goals of standards.<br><br>Tags:<br><br>• (Not started) When the PSAT scores are released to educators, implement a school-wide PSAT Workshop/Data Analysis where teachers will: (1) receive an interactive workshop on how to utilize the PSAT data reports to inform their classroom instruction, (2) analyze the question analysis report to determine structure, content, DoK levels, and patterns/trends, (3) experience PSAT test items and discuss alignment to the relationship of CCSS, and (4) reflect on the connections between curriculum, instructional strategies, and assessment and how they can support achievement on the P/SAT.<br><br>Tags:<br><br>• (Not started) When the PSAT scores are released to students, English teachers will help students (1) read and understand skills they have demonstrated and those they need to develop, (2) identify patterns in their incorrect answers to help them develop a plan for improving college readiness, and (3) investigate the questions they answered incorrectly and develop a deeper understanding of the test and their own strengths and weaknesses.<br><br>Tags:<br><br>• (Not started) The English department will meet in course teams to (1) unpack the standards being assessed on the PSAT to understand what they are asking students to Know, Understand, and Do, (2) implement tasks that are aligned to the authentic intent of the standards, (3) align assessments to standards, (4) analyze the tasks and assessments for students' strengths and weaknesses, (5) identify actionable steps to provide targeted MTSS to students to ensure that they are meeting and/or exceeding college and career readiness benchmarks.<br><br>Tags:<br><br>• (Not started) The English department will conduct a vertical alignment gap analysis to evaluate their current vertical alignment maps to ensure the scope and |

difficulty of tasks and assessments reflect the increase in text and question complexity from the PSAT 9, to PSAT 10 to the SAT. Based of the vertical alignment gap analysis, the department and English course teams will adjust their vertical alignment and curriculum maps to make sure the scope and difficulty of work being done in English classrooms reflect this progression.

Tags:

- (Not started) The ILT will monitor the progress in implementing the CIWP through learning walks and curriculum, assessment, student work, and school-wide data analyses to help address gaps within the math team and address professional development needs.

  Tags:

- (Not started) The SAT and PSAT is administered to all 9th, 10th, and 11th grade students.

  Tags:

- (Not started) When P/SAT scores are released, the English department and course teams will analyze student data, reflecting on student growth, areas of strengths and weaknesses, and begin creating goals for SY22. In SY22, the English department will continue with the same data cycle outlined for SY21.

  Tags:

## Strategy 4

| | |
|---|---|
| If we do... | develop a multi-tiered attendance intervention and incentive process (MTSS) that includes school-wide attendance data monitoring structures along with a shared responsibility among administrators, teachers, students and parents |
| Then we see... | (1) students grouped by attendance data, linked to evidence-based interventions that can be monitored and (2) students and parents that understand the value and the impact between daily, punctual attendance and academic growth |
| which leads to... | an increased average daily attendance to 92%. |
| Budget Description | |
| Tags | MTSS |
| Action steps | • (Not started) Develop a multi-tiered attendance intervention and incentive process (MTSS). Tier 1- Universal strategies and systems that promote a culture of attendance that includes incentives and rewards for attendance (individual, classroom, school). Tier 2 - Strategic interventions designed to re-engage students |

and families struggling with attendance. Tier 3 - Intensive strategies for students and families where previous approaches have proved unsuccessful.

Tags:

- (Not started) Current data, school-wide attendance goals and universal attendance strategies will be shared with all staff members and professional development will occur as needed.

  Tags:

- (Not started) Engage parents in a discussion to analyze the factors that contribute to chronic absence to identify what the barriers are to attendance, as well as what would motive students to go to school. Parents are essential partners in promoting good attendance because they, ultimately, have the bottom-line responsibility for making sure their children get to school every day.

  Tags:

- (Not started) Students will be taught the attendance policies and procedures within the first week of the school year.

  Tags:

- (Not started) Parents will be informed of policies and importance of attendance at the beginning of the year and positively engaged and educated around attendance and absenteeism at multiple opportunities throughout the year.

  Tags:

- (Not started) Students will be taught skills related to attendance and punctuality and the relation between attendance and academic success at the beginning of the school year in Advisory and periodically throughout the school year.

  Tags:

- (Not started) The Foundations team will review and analyze school-wide attendance data monthly to monitor (1) current universal attendance strategies, (2) fidelity to the current program, (3) revisions and/or additions to the current program, (4) professional development needs of staff and ,(5) involvement opportunities for students and/or families

  Tags:

- (Not started) The Care team will review student-level attendance data to discuss (1) individual students, (2) interventions based on student need/obstacles, (3) evaluate process of individual students and interventions, and (4) revise/modify interventions as needed.

| | Tags:<br><br>• (Not started) Based-off school-wide and individual-student attendance data, students will be grouped by intervention type. Timelines will be established for progress monitoring.<br><br>Tags: |
|---|---|

# Action Plan

## Strategy 1

PSAT administered to all 9th, 10th, and 11th grade students. The PSAT results provides a comprehensive data report that reveals targeted areas for skill improvement, which is valuable information that teachers can use to impact instruction. Students will also receive comprehensive data reports to create individualized goals.

Oct 01, 2020 to Oct 31, 2020 - Testing Committee

Students will create their College Board and Khan Academy accounts that will link to their PSAT scores to their accounts. Math teachers will utilize Khan Academy to supplement their curriculum and provide targeted MTSS to students to ensure that they are meeting goals of standards.

Oct 01, 2020 to Apr 30, 2021 - Math Teachers

When the PSAT scores are released to educators, implement a school-wide PSAT Workshop/Data Analysis where teachers will: (1) receive an interactive workshop on how to utilize the PSAT data reports to inform their classroom instruction, (2) analyze the question analysis report to determine structure, content, DoK levels, and patterns/trends, (3) experience PSAT test items and discuss alignment to the relationship of CCSS, and (4) reflect on the connections between curriculum, instructional strategies, and assessment and how they can support achievement on the P/SAT.

Dec 01, 2020 to Dec 19, 2020 - Administration, ILT

When the PSAT scores are released to students, math teachers will help students (1) read and understand skills they have demonstrated and those they need to develop, (2) identify patterns in their incorrect answers to help them develop a plan for improving college readiness, and (3) investigate the questions they answered incorrectly and develop a deeper understanding of the test and their own strengths and weaknesses.

Dec 01, 2020 to Dec 19, 2020 - Math Department

The math department will meet in course teams to (1) unpack the standards being assessed on the PSAT to understand what they are asking students to Know, Understand, and Do, (2) implement tasks that are aligned to the authentic intent of the standards, (3) align assessments to standards, (4) analyze the tasks and assessments for students' strengths and weaknesses, (5) identify actionable steps to provide targeted MTSS to students to ensure that they are meeting and/or exceeding college and career readiness benchmarks.

Dec 01, 2020 to Apr 01, 2021 - Math Department/Course Team

The math department will conduct a vertical alignment gap analysis to evaluate their current vertical alignment maps to ensure the scope and difficulty of tasks and assessments reflect the increase in text and question complexity from the PSAT 9, to PSAT 10 to the SAT. Based of the vertical alignment gap analysis, the department and math course teams will adjust their vertical alignment and curriculum maps to make sure the scope and difficulty of work being done in math classrooms reflect this progression.

Dec 01, 2020 to Apr 01, 2021 - Math Department/Course Team

The ILT will monitor the progress in implementing the CIWP through learning walks and curriculum, assessment, student work, and school-wide data analyses to help address gaps within the math team and address professional development needs.

Dec 01, 2019 to Jun 30, 2022 - ILT

The SAT and PSAT is administered to all 9th, 10th, and 11th grade students.

Apr 01, 2021 to Apr 30, 2021 - Testing Committee

When P/SAT scores are released, the math department and course teams will analyze student data, reflecting on student growth, areas of strengths and weaknesses, and begin creating goals for SY22. In SY22, the math department will continue with the same data cycle outlined for SY21.

May 01, 2020 to Jun 30, 2020 - Math Department/Course Teams

## Strategy 2

When school resumes for SY21, the administration team, ILT, Case Manager, and Special Education chair will meet to create a comprehensive plan to support both special education and general educations teacher who support diverse learners to ensure both teachers and students have an understanding of all strategies and resources that can be used to support diverse learners.

Sep 01, 2020 to Jun 30, 2022 - Special Education Department

## Strategy 3

PSAT administered to all 9th, 10th, and 11th grade students. The PSAT results provides a comprehensive data report that reveals targeted areas for skill improvement, which is valuable information that teachers can use to impact instruction. Students will also receive comprehensive data reports to create individualized goals.

Oct 01, 2020 to Oct 31, 2020 - Testing Committee

Students will create their College Board and Khan Academy accounts that will link to their PSAT scores to their accounts. Math teachers will utilize Khan Academy to supplement their curriculum and provide targeted MTSS to students to ensure that they are meeting goals of standards.

Oct 01, 2020 to Apr 30, 2021 - English Teachers

When the PSAT scores are released to educators, implement a school-wide PSAT Workshop/Data Analysis where teachers will: (1) receive an interactive workshop on how to utilize the PSAT data reports to inform their classroom instruction, (2) analyze the question analysis report to determine structure, content, DoK levels, and patterns/trends, (3) experience PSAT test items and discuss alignment to the relationship of CCSS, and (4) reflect on the connections between curriculum, instructional strategies, and assessment and how they can support achievement on the P/SAT.

Dec 01, 2020 to Dec 18, 2020 - Administration, ILT

When the PSAT scores are released to students, English teachers will help students (1) read and understand skills they have demonstrated and those they need to develop, (2) identify patterns in their incorrect answers to help them develop a plan for improving college readiness, and (3) investigate the questions they answered incorrectly and develop a deeper understanding of the test and their own strengths and weaknesses.

Dec 01, 2020 to Apr 01, 2021 - English Teachers

The English department will meet in course teams to (1) unpack the standards being assessed on the PSAT to understand what they are asking students to Know, Understand, and Do, (2) implement tasks that are aligned to the authentic intent of the standards, (3) align assessments to standards, (4) analyze the tasks and assessments for students' strengths and weaknesses, (5) identify actionable steps to provide targeted MTSS to students to ensure that they are meeting and/or exceeding college and career readiness benchmarks.

Dec 01, 2020 to Apr 01, 2021 - English Department/Course Teams

The English department will conduct a vertical alignment gap analysis to evaluate their current vertical alignment maps to ensure the scope and difficulty of tasks and assessments reflect the increase in text and question complexity from the PSAT 9, to PSAT 10 to the SAT. Based of the vertical alignment gap analysis, the department and English course teams will adjust their vertical alignment and curriculum maps to make sure the scope and difficulty of work being done in English classrooms reflect this progression.

Dec 01, 2020 to Apr 01, 2021 - English Department/Course Teams

The ILT will monitor the progress in implementing the CIWP through learning walks and curriculum, assessment, student work, and school-wide data analyses to help address gaps within the math team and address professional development needs.

Dec 01, 2020 to Jun 30, 2022 - ILT

The SAT and PSAT is administered to all 9th, 10th, and 11th grade students.

Apr 01, 2021 to Apr 30, 2021 - Testing Committee

When P/SAT scores are released, the English department and course teams will analyze student data, reflecting on student growth, areas of strengths and weaknesses, and begin creating goals for SY22. In SY22, the English department will continue with the same data cycle outlined for SY21.

May 01, 2021 to Jun 30, 2021 - English Department/Course Teams

## Strategy 4

Develop a multi-tiered attendance intervention and incentive process (MTSS). Tier 1- Universal strategies and systems that promote a culture of attendance that includes incentives and rewards for attendance (individual, classroom, school). Tier 2 - Strategic interventions designed to re-engage students and families struggling with attendance. Tier 3 - Intensive strategies for students and families where previous approaches have proved unsuccessful.

Aug 01, 2020 to Aug 31, 2020 - Foundations Team, Attendance Coordinator, Administration

Engage parents in a discussion to analyze the factors that contribute to chronic absence to identify what the barriers are to attendance, as well as what would motive students to go to school. Parents are essential partners in promoting good attendance because they, ultimately, have the bottom-line responsibility for making sure their children get to school every day.

Aug 01, 2020 to Sep 30, 2020 - PAC, LSC, Attendace Coordinator, Administration

Students will be taught the attendance policies and procedures within the first week of the school year.

Sep 08, 2020 to Sep 11, 2020 - Foundations, Attendance Coordinator, Administration

Parents will be informed of policies and importance of attendance at the beginning of the year and positively engaged and educated around attendance and absenteeism at multiple opportunities throughout the year.

Aug 24, 2020 to Sep 11, 2020 - Foundations, Attendance Coordinator, Administration

Students will be taught skills related to attendance and punctuality and the relation between attendance and academic success at the beginning of the school year in Advisory and periodically throughout the school year.

Sep 07, 2020 to Jun 30, 2021 - Advisory Teachers, Foundations, Attendance Coordinator, Administration

Current data, school-wide attendance goals and universal attendance strategies will be shared with all staff members and professional development will occur as needed.

Aug 01, 2020 to Aug 31, 2020 - Foundations Team

The Foundations team will review and analyze school-wide attendance data monthly to monitor (1) current universal attendance strategies, (2) fidelity to the current program, (3) revisions and/or additions to the current program, (4) professional development needs of staff and ,(5) involvement opportunities for students and/or families

Sep 07, 2020 to Jun 30, 2021 - Foundations, Attendance Coordinator, Administration

The Care team will review student-level attendance data to discuss (1) individual students, (2) interventions based on student need/obstacles, (3) evaluate process of individual students and interventions, and (4) revise/modify interventions as needed.

Sep 07, 2020 to Jun 30, 2021 - Care Team

Based-off school-wide and individual-student attendance data, students will be grouped by intervention type. Timelines will be established for progress monitoring.

Sep 07, 2020 to Jun 30, 2021 -

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

| **A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.** |
|---|
| Review, analyze, and monitor SQRP metrics regularly. |
| **Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.** |
| Rigorous core classes at regular, honors, and AP level; IB Diploma and Career Program, Dual Credit, and CTE programs provide opportunities to achieve at an advanced level; Credit recovery opportunities, after-school and lunch-time tutoring |
| **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.** |

School-wide literacy and and core skills strategies are being implemented across all disciplines; faculty are monitoring classroom and individual level data to make informed instructional decisions and identify appropriate interventions (MTSS) for each underperforming students.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

CARE Team, MTSS, Course Teams, FOT Team, SOT Team, Foundations; Student development activities during Advisory; Aligned curriculum to Standards

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

Hiring Committee

**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.**

Flex Professional Development days every month, Course and Department Team planning weekly, PLCs weekly

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

PAC and BAC recruitment via mailings, calls and website, parent newsletter, FOA events

**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.**

NA

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

Teachers help develop and vote on our assessment plan annually.

**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.**

Teachers meet weekly in course teams to discuss struggling students and develop targeted MTSS for students. Students referred for DEY, after-school and lunch-time tutoring

**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.**

PPLC will regularly review programs and ensure coherence and coordination

## ESSA Targeted Assistance Program

## Parent Involvement and Schoolwide Programs

[X] 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.**

Amundsen parents meet with the school administration and other school leaders to assess school progress toward the specific components of the Title I parental involvement plan and policy. Parents are involved in the CIWP process through individual input, monthly reports from PAC, BAC, and representatives on the LCS.

**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**

Our PAC meetings are held monthly and are open to all parents. Each month a workshop is held according to parent request. During registration and parent teacher conferences, an informational desk is set-up for parents to visit and inquire. Attendance for parent meetings (PAC and BAC) and events are encouraged through the school's website and the all-call phone feature. The Title 1 Annual Meeting is scheduled for October 8th at 3:00 pm. The Title 1 PAC Organizational Meeting is scheduled for October 8th at 3:30 pm.

**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.**

Any requests made for attendance and PAC/LSC meetings, minutes, and all other information will be provided, including workshops. At every PAC meeting, suggestions and requests for improvement/training are handled and voted upon-all new members' ideas are immediately addressed accordingly.

**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.**

A report of all standardized test scores will be available upon request for PAC members and reflected upon for all LSC members for informed decision making as soon as data is made readily available to AHS.

**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 students will be taught by a "highly qualified teacher". If, in the case, a teacher is identified as not "highly qualified", then we will communicate through letters and phone calls to provide a rationale for the mark and provide the actions steps to remedy the situation. All parent concerns will be immediately addressed at either/both PAC and LSC meetings.

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

Parents will be assisted by receiving information at the local school council meetings and PAC meetings. PAC ideas will include initiatives such as training, resource procurement, and workshops through utilizing Title I parent funds. To monitor their child's progress, parents have access to Gradebook and parent portal. The school holds training sessions at different times throughout the year to help parents learn how to utilize the program.

**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.**

PAC provides training on information, resources, materials and technology on a yearly basis, open to all parents through our annually scheduled PAC workshops. All workshops are reviewed/modified to meet any specific need per request of PAC members during our in-service days in the first week of the school year. Additionally, the counselors offer different types of sessions for interested parents. Sessions include completing FAFSA forms and choosing post-secondary options.

**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.**

Professional development is embedded into the school throughout the year to discuss with teachers different aspect of parent communication and how to best utilize parents to help student performance.

**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.**

PAC and LSC will partner with any of these programs as available. PAC already involves parents in our school programs such as AVID, IB, Honors, Advanced Placement, National Honors Society, as well as all our tutoring options-AHS tutoring, DEY and GEAR UP tutoring, and SES.

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

All languages are accounted for in mailings, emails, and website posts. For all meetings, we have audio translation equipment adjustable for any language upon request

## 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.)**

Vision:
Amundsen High School is THE school of choice for our neighborhood families due to its excellent student achievement results and competitive academic and extracurricular programs, offered in a 21st century facility. Teaching to ensure growth and achievement is the core principle of all instruction. Amundsen High School graduates embrace intercultural respect and possess the needed skills to be leaders in their

communities and in a global society. Finally, every Amundsen High School graduate will be Accountable, Honorable, and Scholarly.

Mission:
Our mission is to provide every Amundsen student with: a 21st Century rigorous and relevant education, which prepares them for success in their postsecondary academic endeavors and careers; authentic learning experiences that develop their ability to be life-long, independent thinkers and learners, equipped with comprehensive literacy skills in mathematics, languages, arts, sciences, and technology; and, a foundation for understanding a variety of cultural perspectives (international-mindedness) and a service-oriented mindset

**The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.**

Parent-teacher conferences will be held every November and April. Additionally, individual conferences are conducted as needed. Dates of Freshman/Sophomore and Junior/Senior Parent nights are also included in the PAC School-Wide Mailings which take place during the second and third weeks of September.

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

The school utilizes Gradebook which is near real-time grade information. The parents receive a grade report each five weeks of the school year. Additionally, "Viking Snapshots are distributed every 3 weeks prior to a progress report.

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

At Amundsen, parents make appointments to see staff before school, after school, or whenever the staff member is available (i.e. not during instructional time). Further, parents who wish to see a non-teaching staff member (e.g. Principal, Asst. Principal, Counselor, etc.) can do so before, during, or after the instructional day and may mediate conversations with multiple staff members.

**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 may volunteer and participate in their children's classes through opportunities as instructional volunteers, volunteering for special events (e.g. field trips, fundraisers). These opportunities exist throughout the school year.

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

Amundsen parents will support their children's learning by monitoring attendance, reporting behavior/discipline/motivation issues, monitoring homework and other academic work, supporting their student use of Khan Academy, completing informational requests and surveys, and participating in parent involvement opportunities for whole school development of all children. Additionally, the PAC workshops will be designed to provide several strategies to engage their kids at home and also find routes to resources at 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.**

When deciding the best course of action to improve their child's education (i.e. achievement, growth, or behavior/discipline/motivation), parents will consult with the child's teacher, and when needed counselor, dean of students, or administration. This meeting will be convened by student, parental, teacher, or administration request and attended by all pertinent parties to be decided collaboratively and through consensus of the best course for the student.

**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 bear responsibility for improving their own academic achievement by attending school prepared every day, making a positive effort in all subjects, fulfilling assignments and performing well on assessments. They also bear a responsibility for improving the school overall by investing and contributing through civic engagement, volunteerism, engaging in extra-curricular activities, and other school wide efforts.

## 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.**

We have a budget of $5,750.

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

**Account(s)**

**Description**

**Allocation**

| | | |
|---|---|---|
| **51130, 52130** | **Teacher Presenter/ESP Extended Day**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $3225.00 |
| **53405** | **Supplies**<br>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. | $0.00 |
| **53205** | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $0.00 |

| | | |
|---|---|---|
| **54125** | **Consultants**<br>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) | $2500.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<br>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**<br>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**<br>Must be used for parent and family engagement programs only. | $1000.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>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. | $5725.00 |