Walter Payton College Preparatory High School 2020-2022 plan summary

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Team Meetings

Date	Participants	Topic
11/05/2019	Instructional Leadership Team	CIWP Design
12/05/2019	Instructional Leadership Team	CIWP Design
12/11/2019	Instructional Leadership Team	CIWP Design
01/21/2020	Instructional Leadership Team	CIWP Design

Date	Participants	Topic
02/04/2020	Instructional Leadership Team & Student Team	CIWP Design
02/06/2020	Instructional Leadership Team	CIWP Design
02/11/2020	Local School Council	CIWP Review
02/18/2020	Instructional Leadership Team & Student Team	CIWP Design
02/27/2020	Instructional Leadership Team	CIWP Design
03/02/2020	Instructional Leadership Team	CIWP Design
03/10/2020	Local School Council	CIWP Review
03/13/2020	Student Team	CIWP Design
03/25/2020	Instructional Leadership Team	CIWP Design
03/31/2020	Instructional Leadership Team	CIWP Design
04/14/2020	Local School Council	CIWP Review
05/12/2020	Local School Council	CIWP Approval

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 4 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 2 Make ?safe practice? an integral part of professional learning
  - o 2 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 2 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 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 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 2 Curriculum is aligned to expectations of the standards
  - o 2 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**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback

- o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- 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 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 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 4 Utilize assessments that measure the development of academic language for English learners
  - o 2 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 2 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 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 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 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 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 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 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)
- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 4 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)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 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)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 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)

- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 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 4 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 1 Authentically interact with community and civic leaders
  - o 2 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**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline

- o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 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 4 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 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 3 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
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	We have a need to develop and refine culturally relevant curriculum across disciplines using principles of UBD and standards connected to CASEL with equity considerations.
Root Cause 1	There is currently a lack of consistency across all disciplines and content areas pertaining to curriculum development due to inadequate planning time and a desire to balance teacher autonomy and collaboration.
Area of Critical Need 2	We have a need to support learners through a.) improving learning partnerships, b.) teaching the whole child with a focus on student engagement and self-reflection, and c.) implementing meaningful assessments with fidelity and necessary interventions.

Root Cause 2	There are inconsistent interventions and support systems offered within and across departments due to inadequate planning time and a desire to balance teacher autonomy and collaboration.
Area of Critical Need 3	We have a need to use data to inform instructional decisions, identify performance gaps, and create systems for improved professional collaboration.
Root Cause 3	There is a need for more focused common planning time and professional development time for teachers to examine equity data, student work, and classroom interventions.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate We chose this metric because attendance rates are lower in our priority groups and attendance can serve as a measure for tracking student SEL.	African American		95.00	95.00
	Latinx		95.00	95.00
Vision: 4 Year Graduation Rate We chose this metric because 4 year graduation rates are lower in our priority groups.	African American		89.00	94.00
	Latinx		95.00	96.00
Vision: AP Exam We chose this metric because we want to increase the percentage of Black and LatinX students earning a 3 or higher on at least 1 AP exam and we want to increase the percentage of Black and LatinX students enrolled in AP courses.	African American			
	Latinx			
SQRP: College Persistence Rate We chose this metric because we want to increase college persistence rates for Black, LatinX, and First Generation students.	Overall		95.00	95.00
(Blank)				

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Continue to build program coherence.				4.00	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Equity Audit Data SY 2018-2019 equity audit data reveals that academic grade outcomes for Black and LatinX students are the lowest in each department.				93.00	93.00

Strategies

Strategy 1

If we do...	1. Utilize common planning time to calibrate assessments of student work? (Beginning September 2020) 2. Utilize common planning time to horizontally and vertically align curriculum? (Beginning September 2020) 3. Prioritize the development of culturally relevant curriculum Via UBD, CASEL, content, & skill? 4. Collaborate on a culturally relevant curriculum that supports dependent learners and different learning styles...
Then we see...	1. A more uniform student experience across various course teams? (By January 2021 we will see departments using at least 50% of their meeting time for course team collaboration.) (By SY 21-22 all major course teams (3+ teachers) will be scheduled with a common prep period.) 2. All faculty would have a voice in the design of the curriculum, and a shared vision for what ubiquitous skills are essential for student mastery? (By January 2021 we will see departments using at least 50% of their meeting time for course team collaboration.) (By SY 21-22 all major course teams (3+ teachers) will be scheduled with a common prep period.) 3. Students are more actively engaging in classes, pushing their own learning and supporting their cultural perspectives? (Accurate messaging about the rigor, accessibility, and intentional student supports of AP courses.) 4. Increased academic investment among students as learning structure and pacing will be more individualized...
which leads to...	1. A more equitable matriculation and outcomes of students graduating Payton with high level skills. (By end of SY 20-21 and SY 21-22; 90% of skills (differentiated writing,

	executing functioning...etc) taught across course teams or graduation requirement course should be similar) 2. A more dynamic and culturally relevant curriculum that reflects the diverse voices of the staff and better reflects the student body. (By SY 21-22 ; 80% consensus that staff (course team) and marginalized student agree this culturally relevant; and a minimum of 60% of course content needs to reflect marginalized groups) 3. More equitable enrollment numbers between classes at any grade level. (ei: By SY21-22; AP enrollment schoolwide will have 90% targeted universalism student enrollment in AP courses being independent of race and gender.) 4. More equitable outcomes for students across grade levels and departments. (ei: By SY21-22; grade outcome schoolwide will have 93% targeted universalism independent of race and gender.)
Budget Description	
Tags	Equity: Inclusive Partnerships
Action steps	• (Not started) Providing culturally relevant curriculum in advisory, classes (all disciplines), enrichments, and seminars Tags:Equity: Inclusive Partnerships • (Not started) ? Implementing Understanding by Design including standards (content and skills and CASEL with equity considerations); assessments (formative and summative); activities (varied with opportunities for re-teaching and re-assessment) ? Designing curriculum with dependent learners and different learning styles in mind Tags:Equity: Liberatory Thinking • (Not started) ? Implementing focused common planning time for teachers during PD and within department meetings ? Agreeing on the importance and purpose of collaboration ? All faculty having a voice in the design of the curriculum ? Developing agreed upon protocols for addressing differences that arise in curricular development Tags:Equity: Resource Equity

Strategy 2

If we do...	1. If we reimagine the student and teacher relationship as a partnership and teach the whole child with a focus on student engagement and self-reflection 2. Adjust instruction to address students? needs
Then we see...	1. Instructional conversations involving both teacher and students. A wide variety of instructional tools to foster students different learning styles. Higher student engagement in the classroom. Diverse representation of student voices during instruction. Student choice implemented in methods of instruction. Students involved in some form of metacognitive reflection of learning progress Teacher checks in with students one on one within a defined period of time (TBD) which would occur in a cyclical manner 2. Consistent and ongoing formative tools being used meaningfully to determine student

	understanding of material before moving forward in the curriculum Teacher implementing Tier I, II, and III interventions early and frequently when students begin to struggle focusing most of Tier I interventions such as one on one support, and encouraging retaking assessments (possibly goal of in class retakes).
which leads to...	Reduction in students? social-emotional stress from stereotype threat and microaggressions and a balance in giving students both care and push. Students cultivating a positive mindset and sense of self efficacy enabling them to talk about their learning, and have a greater ownership of their learning
Budget Description	
Tags	Equity: Inclusive Partnerships
Action steps	(Not started) 1. Teachers build learning communities. a. Within first few weeks give an assessment that helps identify dependent and independent learners. b. Teachers give students independent surveys to get feedback on individual learning style and mindset in the subject area (growth vs. fixed, previous experiences, perceived areas of strengths and weaknesses). c. Teachers run cycles (each quarter) to check in with students one-on-one for continual feedback and relationship building. Tags:Equity: Inclusive Partnerships (Not started) 2. Collect quarterly SEL data from students about their experiences in the classroom and examine it in groups. These groups include: a. Course team b. Department team c. ILT d. School wide Tags:OSEL: SEL Instruction (Not started) 3. Ongoing informal classroom observations that focus on student engagement and teacher to student interaction. At minimum, teachers should be observed once per observation cycle (each cycle is a quarter). Tags:Equity: Inclusive Partnerships (Not started) 4. Department meetings will run cycles to look at class activities and student work. Each cycle will include looking at the lesson prior to teaching and then looking at the student outcomes using protocols such as ATLAS or LESSON STUDY. Investigate these student outcomes with the equity data in mind. Tags:Equity: Inclusive Partnerships (Not started) 5. Professional development that focuses on the use of framing language and growth mindset, differentiation of instruction, unlocking implicit bias, and having courageous conversations in the classroom. Tags:Equity: Inclusive Partnerships

	• (Not started) 6. Redesign the enrichment schedule to focus more on Tier III interventions rather than Tier II interventions. Tags:CBE: Extended Learning

Strategy 3

If we do...	1. If we use equity data to determine the efficacy of our strategies for school improvement in the areas of curriculum and instruction, 2. If we change our classroom structures and systems so that they are antiracist and antihegemonic 3. If we change our curriculum so that it is antiracist and antihegemonic
Then we see...	1. then we can refine our strategies such that we consistently implement the strategies that result in targeted universalism in the grades that go on our students? transcripts and that impact their college acceptance, matriculation, and graduation and their ability to earn the scholarship dollars that will help them finish college 2. Then we can see students share power and voice with other students, and we can see teachers & students share power and voice in the classroom 3. Then we can see mirrors and windows in the curriculum, and a curriculum situated in the sociopolitical context where diverse students and faculty are situated
which leads to...	1. Increased attendance, equity (targeted universalism) in our grade outcomes by race, class, gender, home language, and first generation college-going status; increased enrollment in AP classes and increased scores on AP exams; an increased graduation rate; and increased college persistence. 2. Which leads to liberatory praxis, a school climate and culture of belonging, and Increased attendance, equity (targeted universalism) in our grade outcomes by race, class, gender, home language, and first generation college-going status; increased enrollment in AP classes and increased scores on AP exams; an increased graduation rate; and increased college persistence. 3. Which leads to a school climate and culture of belonging, increased content area learning, and increased attendance, equity (targeted universalism) in our grade outcomes by race, class, gender, home language, and first generation college-going status; increased enrollment in AP classes and increased scores on AP exams; an increased graduation rate; and increased college persistence.
Budget Description	
Tags	Equity: Targeted Universalism
Action steps	• (Not started) 1. Strategy One: Examine Equity Audit Data (PERTS/Elevate), Especially for Priority Student Groups: ? Department Wide (every 5 weeks) ? Course Teams (every 2.5 weeks) ? School-wide (every tenth week; includes final semester grades) ? Examine student work samples in concert with equity audit data Tags:CBE: Performance Based-Assessment • (Not started) 2. Strategy Two: Adopt the Focal Student Approach ? Each teacher would engage in action research to actualize equity in their outcomes to shift primary focus from planning to evaluating the outcomes of plans and adjusting plans given their outcomes (every 5 weeks) ? Follow protocol for regularly

	visiting the classrooms of other teachers to observe students, learn strategies, observe action research, and provide nonREACH evaluative feedback (2 times a quarter; 1 person in your department and 1 person outside of your department with the goal of visiting multiple department members and departments; set dates in August 2020) ? Follow protocol to share results of action research at regular intervals (2 times a quarter within 1 week of the observation) ? Use the results of action research to make adjustments to lesson and unit plans Tags:Equity: Inclusive Partnerships • (Not started) 3. Strategy Three: Shared Prep Time by Course Team & Grade Level ? Hire or recruit volunteers to teach one seminar session and let teachers use that time for course team planning; this would allow adequate time for full department meetings and extended time for course team planning ? Allocate regular department meeting time to course teams for planning (monthly) Tags:Equity: Fair Policie sand Systems • (Not started) 4. Strategy Four: Structural Changes to the Budget to Benefit Student Equity includes (Spring 2020/CPS Budget deadline): ? Structural Changes to School Year Calendar (to allow for more common teacher planning time) ? Structural Changes to the Daily Schedule (to allow for more common teacher planning time) Tags:Equity: Resource Equity • (Not started) 5. Strategy Five: Professional Development (August 2020, January 2021, June 2021 on given PD days) ? Focal Student Approach ? Culturally Responsive Teaching and Neuroscience ? Anti-Racism ? Deconstructing Implicit Bias ? SEL ? PERTS/Elevate (review in August 2020) ? PERTS/Elevate in conjunction with school-wide grade data (end of every semester PD) Tags:Equity: Inclusive Partnerships

Action Plan

Strategy 1

Providing culturally relevant curriculum in advisory, classes (all disciplines), enrichments, and seminars

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? Implementing Understanding by Design including standards (content and skills and CASEL with equity considerations); assessments (formative and summative); activities (varied with opportunities for re-teaching and re-assessment) ? Designing curriculum with dependent learners and different learning styles in mind

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? Implementing focused common planning time for teachers during PD and within department meetings ? Agreeing on the importance and purpose of collaboration ? All faculty having a voice in the design of the curriculum ? Developing agreed upon protocols for addressing differences that arise in curricular development

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Strategy 2

1. Teachers build learning communities. a. Within first few weeks give an assessment that helps identify dependent and independent learners. b. Teachers give students independent surveys to get feedback on individual learning style and mindset in the subject area (growth vs. fixed, previous experiences, perceived areas of strengths and weaknesses). c. Teachers run cycles (each quarter) to check in with students one-on-one for continual feedback and relationship building.

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2. Collect quarterly SEL data from students about their experiences in the classroom and examine it in groups. These groups include: a. Course team b. Department team c. ILT d. School wide

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3. Ongoing informal classroom observations that focus on student engagement and teacher to student interaction. At minimum, teachers should be observed once per observation cycle (each cycle is a quarter).

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4. Department meetings will run cycles to look at class activities and student work. Each cycle will include looking at the lesson prior to teaching and then looking at the student outcomes using protocols such as ATLAS or LESSON STUDY. Investigate these student outcomes with the equity data in mind.

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5. Professional development that focuses on the use of framing language and growth mindset, differentiation of instruction, unlocking implicit bias, and having courageous conversations in the classroom.

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6. Redesign the enrichment schedule to focus more on Tier III interventions rather than Tier II interventions.

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Strategy 3

1. Strategy One: Examine Equity Audit Data (PERTS/Elevate), Especially for Priority Student Groups: ? Department Wide (every 5 weeks) ? Course Teams (every 2.5 weeks) ? School-wide (every tenth week; includes final semester grades) ? Examine student work samples in concert with equity audit data

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2. Strategy Two: Adopt the Focal Student Approach ? Each teacher would engage in action research to actualize equity in their outcomes to shift primary focus from planning to evaluating the outcomes of plans and adjusting plans given their outcomes (every 5 weeks) ? Follow protocol for regularly visiting the classrooms of other teachers to observe students, learn strategies, observe action research, and provide nonREACH evaluative feedback (2 times a quarter; 1 person in your department and 1 person outside of your department with the goal of visiting multiple department members and departments; set dates in August 2020) ? Follow protocol to share results of action research at regular intervals (2 times a quarter within 1 week of the observation) ? Use the results of action research to make adjustments to lesson and unit plans

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3. Strategy Three: Shared Prep Time by Course Team & Grade Level ? Hire or recruit volunteers to teach one seminar session and let teachers use that time for course team planning; this would allow adequate time for full department meetings and extended time for course team planning ? Allocate regular department meeting time to course teams for planning (monthly)

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4. Strategy Four: Structural Changes to the Budget to Benefit Student Equity includes (Spring 2020/CPS Budget deadline): ? Structural Changes to School Year Calendar (to allow for more common teacher planning time) ? Structural Changes to the Daily Schedule (to allow for more common teacher planning time)

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5. Strategy Five: Professional Development (August 2020, January 2021, June 2021 on given PD days) ? Focal Student Approach ? Culturally Responsive Teaching and Neuroscience ? Anti-Racism ? Deconstructing Implicit Bias ? SEL ? PERTS/Elevate (review in August 2020) ? PERTS/Elevate in conjunction with school-wide grade data (end of every semester PD)

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Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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. (Blank)
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. (Blank)
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. (Blank)
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. (Blank)

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.

n/a

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

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.

n/a

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.)

n/a

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.

n/a

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

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

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. n/a

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

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

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). n/a

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. n/a

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00