Peace & Education Coalition HS 2020-2022 plan summary

Team

Name	Role	Email	Access
Brigitte Swenson	Principal	blswenson@cps.edu	Has access
Lyssette Rodriguez	Assistant Principal	lguzman@cps.edu	Has access
WHITNEY FInk	Mathematics Teacher/ILT	wffink@cps.edu	No Access
Nicole Gamboa	Science Teacher/ILT	nskravis@cps.edu	No Access
April Henry	LBS1/Dean	ahenry@cps.edu	No Access
Dajuanda Fairley Hall	Professional School Counselor	drfairley@cps.edu	No Access
Liliana Celso	Youth Intervention Specialist	lcelso@cps.edu	No Access
Claudia Alvidrez	Community Relations Representative I	calvidrez@cps.edu	No Access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 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 4 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 4 Make ?safe practice? an integral part of professional learning
  - o 2 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: 100% of teachers completed the 5 Essentials Survey, which identified PECHS as a well-organized school; teachers identified their leadership performance as strong; the program performance as very strong; teacher-principal trust as strong, but also decreasing since last year; and their influence on school policies and practices was neutral. Although this last section was neutral due to questions about influence over how discretionary funding should be spent, high percentages of teachers agreed that they had influence or a great deal of influence over the content of in-service programs, establishing the curriculum and instructional program, and over setting standards for student behavior. Five Essentials: Program Coherence - 99 Effective Leaders - 75 Collaborative Teachers - 86 On the Instructional Leadership portion of the 5 Essentials Survey, teachers rated the school leadership team as very strong. They also rated their collaborative practices as strong and their collective responsibility as very strong (with a 17 point decrease from 17-18 to 18-19). The Principal and administration team establish a culture of success aimed at graduation and postsecondary enrollment. Teacher teams work with the ILT to determine professional development path each school year, identifying an instructional focus for the program across both campuses. ILT establishes a PLC calendar that incorporates teacher-led professional development, sharing of student work, learning walks, and peer observations. ILT also develops an annual teacher resource document that gathers professional learning, teacher presentations, and sample student work to utilize after learning cycles have been completed. This serves as a resource for new and veteran teachers alike. School leadership team and teachers work together to create a professional learning system that evaluates teacher need and interest through the beginning of the year teacher survey, REACH observation data, and assessment data (SAT and STAR). Separate professional development paths for each campus throughout the year provide evidence that varying needs are met.
- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 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 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Five Essentials: Instructional Leadership - 76 Effective Leadership - 63 Collaborative Teachers - 82 CPS Framework for Teaching: 4a. Reflecting on Teaching and Learning - 21.74% Distinguished 73.91% Proficient. The ILT has a full range of knowledge because participants are chosen from all subject areas, as well as from general education and special education. They analyze new test data - STAR, REACH PTs, and the SAT. The team gathers data from students, teachers, and test scores to determine annual ILT focus. Their work has resulted in a Unit Plan Template and rubric developed to support backwards, common core aligned unit plans, analysis of student assessments, and focus on develop critical writing skills required for success in postsecondary programs, building collaborative learning practices in the classroom, and content area literacy instruction across all disciplines. The ILT leads professional development cycles (data, professional readings/researched best practices, workshops, protocols, and learning walks, etc.) to facilitate teacher learning and improve instructional practice. The ILT facilitates teacher-led PD and collaborative sharing in areas such as: identifying relevant evidence to support a claim, analyzing textual evidence, and building supports to improve CEA writing across all content areas, and content area literacy strategies.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 4 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 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: SQRP Attainment and Growth: % Meeting Personal Growth Target on STAR Reading - 57% % Meeting Personal Growth Target on STAR Math - 663.6% Five Essentials: Ambitious Instruction - 78 Effective Leaders - 63 Collaborative Teachers - 82 CPS Framework for Teaching: 3a. Communicating with Students - Distinguished - 43.75% ; Proficient - 50% 3c. Engaging Students in Learning - Distinguished - 37.5%; Proficient - 50% 1a. Demonstrating Knowledge of Content and Pedagogy - Distinguished - 65.22%; Proficient - 30.43% 1d. Designing Coherent Instruction - Distinguished - 43.48%; Proficient- 43.48% PECHS teachers align their units of instruction to the standards and include literacy standards in core and noncore subjects alike. The ILT developed a unit plan format that ensures alignment to Common Core and accompanying unit plan rubric. This has led to an continuous improvement in the number of Proficients and Distinguished in Domain 1 of REACH. Core classes are co-taught and Universal Design is consistently used in classes.Backward planning of unit plans ensures meaningful assessments and instruction. Teachers develop curriculum that engages all types

of learners: (diverse learners, advanced learners, ELLs). Teachers incorporate complex texts as well as increasing the use of informational texts across all subject areas per CCSS recommendations. PECHS teachers implement content area literacy strategies developed by the Instructional Leadership Team and Data Team to help students achieve gains in the STAR Reading Assessment, the SAT exam, and the Read to Write placement exam. At the beginning of the 2017-2018 school year, PECHS implemented a new schedule that included a mini-lab period designed to provide students with additional opportunities to recover lost credits, receive educational enrichment, academic interventions, and to receive focused social emotional learning instruction. In 2019-2020, these lab periods expanded to include a Planning Your Career course and Senior Seminar.

- 3 - Instruction
  - o 4 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 4 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 3 Provide students frequent, informative feedback
  - o 4 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 4 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**: SQRP Attainment and Growth: % Meeting Personal Growth Target on STAR Reading - 57% Meeting Personal Growth Target on STAR Math - 63.6% Five Essentials: Ambitious Instruction - 78 Effective Leaders - 63 Supportive Environment - 62 CPS Framework for Teaching: 3a. Communicating with Students - Distinguished - 43.75% ; Proficient - 50% 3b. Using Questioning and Discussion Techniques - Distinguished -32.26% ;Proficient - 35.48% 3c. Engaging Students in Learning - Distinguished - 37.5%; Proficient - 50% 3d. Using Assessment in Instruction - Distinguished - 38.71%; Proficient- 51.61% 3e. Demonstrating Flexibility and Responsiveness - Distinguished 46.88%; Proficient - 46.88% At PECHS, Backward design is utilized by all teachers, therefore instruction is standards/objectives based. 100% of teachers use a common, teacher-developed Unit Plan Template, which keeps uniformity and consistency across all classes. An ILT developed unit plan rubric allows for teachers to align their unit plans to school-wide expectations and the REACH framework for teaching. Teachers use more student-led small group activities that promote higher order thinking and discussion. Teachers use various teaching strategies to reach students, as evidenced in their unit plans and in REACH observations. Instruction is scaffolded to ensure that all students have access to material by modifying texts, using technology, and co-planning and co-teaching. Socratic seminars are implemented in the social studies, science, and ELA classrooms to develop student-led learning. A variety of co-teaching styles including parallel, alternative, team, and station teaching are implemented in classrooms. Self-directed learning is implemented through open-ended questioning. Teachers bring in other teachers as assessors/judges for "big events"/projects such as presentations, debates, mock trials, etc. Teachers develop essential questions to guide units and deepen student understanding of the concepts.
- 2 - 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 3 Utilize assessments that measure the development of academic language for English learners
- o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 2 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**: SQRP Attainment and Growth: % Meeting Personal Growth Target on STAR Reading - 57% % Meeting Personal Growth Target on STAR Math - 63.6% Five Essentials: Ambitious Instruction -78 CPS Framework for Teaching: 1c. Selecting Learning Objectives - Distinguished -47.83% ; Proficient - 47.83% 1e. Designing Student Assessment - Distinguished - 43.48%; Proficient - 43.48 3d. Using Assessment in Instruction - Distinguished - 38.71%; Proficient- 51.61% 3e. Demonstrating Flexibility and Responsiveness - Distinguished 46.88%; Proficient - 46.88% - Multiple forms of assessment (informal/formal) and summative/formative. - Implemented assessment protocol to evaluate the universal design of assessment. - Incorporated CCSS into assessments. - Leveled questioning allows access to assessment questions for diverse learners. - Teachers allow students to respond to specific content in native language. - Rubrics tied to CCSS to support student understanding of expectations. - Assessment Protocols in Teacher Teams to identify and improve elements of universally designed assessments. - Review STAR reading and math data to design interventions and lessons for whole school. - Teachers provide writing guide and structures for students to help break down longer assignments. - Flexible use of paraprofessional to assist targeted student needs. - Bilingual teachers and staff to support ELL students. - Teachers provide varied levels of text complexity based on student ability levels.
- 2 - 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 2 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)

- 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)
- 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)
- 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)
- 2 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 2 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)

- o 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)
- o 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)
- o 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)
- o **Evidence**: SQRP Attainment and Growth: % Meeting Personal Growth Target on STAR Reading - 57% % Meeting Personal Growth Target on STAR Math - 63.6% Attendance Rate - 86.2% Five Essentials: Ambitious Instruction - 78 Effective Leaders - 63 Supportive Environment - 62 At PECHS, interventions are monitored through the team teaching approach of regular and special education teachers. Interventions in classrooms without team teaching are monitored through the partnership of the Dean, Case Manager, and/or pull out resource teacher. The Boys Town Well Managed School model implemented school-wide (SEL). This model supports social skill teaching that encompasses classroom personal, social and academic behaviors and skills. The school uses STAR data to monitor students' skills growth and gaps. STAR data is used to inform instructional leveling. The block period schedule allows for extended instructional support, as well as intervention, recovery, and enrichment opportunities for all students during the mini-lab period. SEL interventions are implemented through a weekly club and activity schedule that include, but are not limited to: SPARCS, LFAOU Book Group, and CAAEL Athletics. Academic Interventions such as small group instruction, one-on-one support, individualized instructional assessment are consistently used for students who need it. Additional interventions such as small group intervention lab classes, Kahn Academy and Exact Path are implemented through the mini-lab periods. Not Yet Days are implemented every four weeks for students who struggle and are on the D/F watchlist.
- 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**: Through partnership with the Postsecondary Leadership Team, staff and teachers promote quarterly Post Secondary Weeks, College and Career Fairs, and post-secondary campus visits. PECHS partners with Kennedy King College to bring Dual Credit courses to students each year, and during the 2019-2020 school year 16 students earned college credit through this option, which is an increase over the previous year. Additionally, students are also enrolled in Dual Enrollment courses at the Kennedy King College campus. Advanced Placement Spanish Language and Culture has been added to our course offerings, and at the end of the 18-19 school year, 6 students earned college credit from earning a 3 or higher on the AP exam. The past two years have also included a Senior Seminar course to prepare seniors for post-secondary success. The 2019-2020 school year introduced the implementation of an online lab course called Planning Your Career utilizing the online curriculum provided by

VirtualJobShadow.com; The administrative team establishes a culture of student success through building relationship with students while creating a respectful and safe environment by maintaining adherence to the Boys Town Well Managed School model that promotes balanced and restorative practices and social skill teaching. Summer Melt counseling services are available to all graduates each summer to ensure enrollment, placement testing, and registration for classes in fall postsecondary options/programs.

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**: Five Essentials Survey: Ambitious Instruction - 78 Collaborative Teachers - 82 REACH Framework for Teaching: 1b. Demonstrating Knowledge of Students - Distinguished -47.83% ; Proficient - 52.17% 2a. Creating a Climate of Respect and Rapport - Distinguished - 45.16%; Proficient - 51.61% According to our 5 Essentials Survey: 92% of students report that teachers work hard to make sure they stay in school; 89% report that teachers pay attention to all students, not just the top students; 93% report that teachers work hard to make sure that all students are learning. The 5 Essentials Survey also shows: 94% of students report feeling safe and comfortable with their teachers; 84% report that their teachers will always listen to students' ideas; and 92% that their teachers treat them with respect. All students have at least one adult advocate. Staff actively participates in bi-weekly RADAR sessions with CBOs in the community to meet the needs of our most at-risk students. The school has adopted Boys Town WMS and Methods which provide a clear pattern of interaction between adults and students with appropriate, fair responses to disrespectful behavior and misconduct. SPARCS groups are run at each campus as a Tier 2 and 3 intervention. Most students form close bonds with principal, teachers, and staff. Diverse learners are in a fully inclusive environment with varied levels of support.
- 4 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 4 Authentically interact with community and civic leaders
  - o 4 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**: Five Essentials Survey: Supportive Environment - 61 REACH Framework for Teaching: 1b. Demonstrating Knowledge of Students - Distinguished - 77.78% ; Proficient - 22.22% 2a. Creating a Climate of Respect and Rapport - Distinguished - 45.16%; Proficient - 51.61% 3c. Engaging Students in Learning - Distinguished - 37.50%; Proficient - 50% At PECHS, Teachers and staff have built vibrant culture building activities each quarter - Teambuilding (Sinclympics, Clue, Talentless

Show, Fashion Show, Think Day), participatory video projects, Quarterly Pancake Breakfasts, Annual Thanksgiving Service Day, Assemblies that celebrate cultural diversity and pride, and high interest field trips. Principal, leadership and Community Representative leads the work to engage community stakeholders that provides but is not limited to scholarships and work internships. The school encourages students to participate in authentic and engaging activities with community partners such as the Arts Infusion Project with Precious Blood Ministries of Reconciliation, local elementary schools, Su Casa, Port Ministries, the Chicago Public Libraries, Literature for all of Us, and the Chicago Park District, etc. Each campus has a Student Council/Voice Committee, Prom Committee, SPARCS and other small counseling groups. Opportunities for remove barriers for civic engagement are consistently provided at PECHS: State ID drives, voter registration booths at each campus, Mikva Challenges and initiatives, as well as employment opportunities as election day judges. Students also follow CPS mandated curriculum and complete a minimum of .50 credits in Civics.

- 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 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**: Five Essentials Survey: Supportive Environment - 62 REACH Framework for Teaching: 1b. Demonstrating Knowledge of Students - Distinguished -47.83% ; Proficient - 52.17% 2a. Creating a Climate of Respect and Rapport - Distinguished - 45.16%; Proficient - 51.61% 2d. Managing Student Behavior - Distinguished - 45.16%; Proficient - 53.12 According to 5 Essential Survey, 44% of students feel completely unsafe or somewhat unsafe outside around the school building and 41% feel unsafe or somewhat unsafe traveling between home and school. This number has slightly decreased since the previous school year . Even though students report feeling unsafe or somewhat unsafe outside of the school, 85% of students report feeling safe in the bathrooms, 85% report feel safe in the hallways, and 90% report feeling safe in their classes at Peace and Education Coalition. In 16-17, 93% of students reported feeling safe in their classrooms, and in 17-18 89% of students reported feeling safe in their classrooms. This year's 90% shows a slight improvement, but this is still an area that needs to be addressed for the upcoming school year. Adults in the school building are trained consistently implement and reinforce standards for conduct in the hallways, classrooms, and public spaces of the school and utilize the WMS model to support those efforts.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Five Essentials Survey: Supportive Environment - 61 REACH Framework for Teaching: 2a. Creating a Climate of Respect and Rapport - Distinguished -

45.16%; Proficient -51.61% 2d. Managing Student Behavior - Distinguished - 25%; Proficient - 53.12% The Principal and AP provides clear information relative to expectations for students during enrollment orientation. The average age of a student is 18+, therefore, information is provided to families on school performance upon request. At the beginning of each quarter, teachers provide students with information relative to their expectations, system of instruction, grading and feedback. All staff participate bi-annually in the Boys Town Well Managed School two day training, which teachers intervention and corrective teaching strategies and reinforces the school's referral system for behaviors. The administrative team participates bi-annually in the Boys Town WMS Administrative training to recalibrate school-wide expectations, policies, and procedures for managing behavior. Boys Town Social Skills are reviewed with students during the first quarter of each school year and routinely throughout the school year with the teachers and staff. Each campus has a Dean/Youth Intervention Specialist position that address misconduct and supports teachers in the consistent implementation of WMS in the classroom and school setting. Misconduct dashboard shows on average two out-of-school suspensions per year. Daily calls home for students not in attendance are routine. Parents are updated by teachers and administration regarding behaviors, IEP meetings, etc. by staff.

- 2 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 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 2 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 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**: Five Essentials Survey: Involved Families - Neutral Parent-Teacher Trust - 52 Parent Involvement in School - 67 These numbers have improved since the previous Five Essentials Survey, but the results still indicate that Involved Families at PECHS is neutral. REACH Framework for Teaching: 2c. Managing Procedures - Distinguished - 41.94% ; Proficient -48.39% Principal provides clear information relative to expectations for students during enrollment orientation. - The average age of a student is 18+, therefore, information is provided to families on school performance upon request, at Parent Breakfasts, informal meetings, Parent Teacher Conferences, and IEP meetings. At the beginning of each quarter, administration and teachers provide students with information relative to their expectations, system of instruction, grading and feedback. Daily calls home and home visits for students not in attendance are made by Community Representative, Dean, Youth Intervention Specialist, and school attendance clerks.. It is not uncommon at PEC for administration, counselors, Deans, and teachers to make these personal connections with families as well. Parents are updated by teachers regarding behavior, IEP meetings, grades, and attendance. Quarterly Parent Breakfasts allow for communication to be shared between

Counselor and Community Representative and parents. Annual Parent-Community Representative meeting to share school programming and to seek feedback from parents about needed services. Parents, families, and community members are invited to Semester Honors Awards ceremonies that celebrate and recognize academic achievement, outstanding attendance, and engagement in school activities.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**5**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
2	Quality and Character of School Life: Family & Community Engagement	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**2**
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**4**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**3**

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.

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 This goal was selected because it addresses one of the main barriers to learning, credit attainment, and graduation for our students.	Overall		87.30	90.00
	Students with IEPs		84.35	88.30
SQRP: Growth in Attendance Rate The goal was chosen because it aligns with the school goal of improving attendance and will address the significant gap in attendance rates between our African American students and Latinx students.	Overall		80.00	82.00
	African American		69.00	72.00
SQRP: Stabilization Rate This goal was chosen to address stabilization of all students, but particularly male students. In doing so, relevancy of learning, curriculum design, and post-secondary planning will be analyzed.	Overall		84.00	86.00
	Male		79.00	81.00
SQRP: Percent Making Growth Targets on STAR - Reading This metric was chosen to meet and exceed the district goal for Options students making growth targets on STAR Reading, and to specifically address the low percentage of African American male students meeting growth targets in Reading.	Overall		61.00	65.00
	African American Male		40.00	53.00
	Overall		65.00	70.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: Percent Making Growth Targets on STAR - Math This metric was chosen to meet and exceed the district goal for Options students making growth targets on STAR Math, and to specifically address the low percentage of Latina students meeting growth targets in Math.	Latina (Female)		61.00	65.00

Required metrics (Option) (0% complete)

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

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...	Develop curriculum with engaging tasks, complex texts, and assessments that are at grade-level and aligned to the Common Core State Standards and NGSS standards, with teacher collaboration and opportunities for feedback
Then we see...	units of instruction for all content areas and course subjects across both campuses that are vertically aligned and built to challenge and engage students at all levels.
which leads to...	improved performance on the STAR Reading and Math Assessments, SAT, and Chicago City Colleges Entrance Exams, Dual Enrollment, Dual Credit, and AP Exams.
Budget Description	Summer Professional development needs to occur to support learning around remote learning strategies and adjustments/alignment of Unit Plans. This will require extended day funds, a summer PD schedule. Additionally, this will require partnerships with pd providers. Quarterly Unit Plan feedback loops among teacher teams.
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Curriculum Equity Initiative, Teacher Leader Development & Innovation: Distributed Leadership

Action steps	• (Not started) Unit Plan and Lesson feedback cycles to apply professional learning to Content Area Literacy strategies across all content areas. Tags: • (Not started) ILT will assess and provide feedback to teachers on elements of the Unit Plan and accompanying rubric - Essential Questions, Assessment, and Texts - to improve the quality and depth of instruction. Tags: • (Not started) Content Area teams will backward plan to develop full course curriculum maps with Remote Learning elements and content to be taught for Q1 and Q2 semester courses and Q3 and Q4 semester classes. Tags: • (Not started) Facilitate Counselor/Family Coffees to deliver information around postsecondary planning, FAFSA, and scholarships. Tags:

Strategy 2

If we do...	work with ILT and teacher teams to provide continuous cycles of professional learning that focuses on instructional areas requiring improved depth and rigor in Content Area Literacy strategies
Then we see...	teachers using strategies to deepen student literacy and more comprehensively assessing student understanding and learning, and students engaging in text analysis and classroom discussions of greater depth.
which leads to...	improved student outcomes in STAR Reading and Questioning and Discussion in the classrooms.
Budget Description	Content Area Literacy targeted PD for teachers
Tags	Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	• (Not started) Identify a powerful practice to support Content Area Literacy across all subject areas. Tags: • (Not started) Differentiated PD paths for Content Area Literacy developed for teachers.

	Tags:
	• (Not started) Provide professional learning through Flex PD Teacher Team meetings to improve teacher understanding of the remote learning process and developing CCSS-aligned Content Area Literacy rigorous tasks, questioning, and assessments. Tags: • (Not started) Content Areas teams will share and provide feedback on engaging tasks designed in Unit Plans that were developed with the newly adjusted lens for Remote Learning in the Curriculum Maps and aligned standards. Tags: • (Not started) Plan and facilitate professional learning around Content Area Literacy Strategies and Remote Learning. Tags: • (Not started) Learning Walks and Peer Observations to collect data for the implementation of strategies to improve Content Area Literacy in the classroom. Tags:

Strategy 3

If we do...	Create a school that is open to the community and parents/families that provides supports and essential services and grows the capacity for parent advocacy
Then we see...	an improved perception of family and community involvement from parents and teachers/staff, a culture focused on the celebration and recognition of academic and extracurricular accomplishment,
which leads to...	increased enrollment, improved attendance, improved credit attainment, and an improved"Involved Families" score on the 5Essentials Survey.
Budget Description	
Tags	Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement
Action steps	• (Not started) Enroll 75% of parents in Aspen Parent Portal Tags:FACE2: Parent Engagement

	• (Not started) Identify two quarterly opportunities for parent involvement in the school and incentives for encouraging parent participation. Tags:FACE2: Parent Engagement • (Not started) Partner with Boys Town: Well Managed Classroom to provide parenting resources and training. Tags: • (Not started) Coordinate and host a community job/resource fair. Tags: • (Not started) Create an active Parent Advisory Council (PAC) and Bilingual Advisory Committee (BAC) by recruiting parents. Tags:

Strategy 4

If we do...	If we provide professional development that explores the CPS Professional Grading Standards and Grading Practices Guidelines and facilitate teachers to establishing an aligned school grading policy
Then we see...	transparent grading practices aligned to CPS expectations and that promote student achievement and increased access to postsecondary options, as well as a fair and balanced policy that is understood by parents and students alike
which leads to...	a system of assessment and grading that based on student learning and standards mastery, a culture for learning and improvement (Domain 2) through monitoring and interventions, and improved GPAs.
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Equity: Targeted Universalism, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Provide professional development on the CPS Professional Grading Standards and Grading Practices Guidelines. Tags: • (Not started) Engage faculty in an analysis of teacher gradebooks to identify problems of transparency and non-alignment to CPS policies Tags:

	• (Not started) Plan for and develop a school-wide grading policy that determines categories, weights, make up work policy, etc. and is aligned to CPS grading policy. Tags:

Action Plan

Strategy 1

Unit Plan and Lesson feedback cycles to apply professional learning to Content Area Literacy strategies across all content areas.

Sep 01, 2020 to Jun 18, 2021 - ILT, TT

ILT will assess and provide feedback to teachers on elements of the Unit Plan and accompanying rubric - Essential Questions, Assessment, and Texts - to improve the quality and depth of instruction.

Sep 01, 2020 to Oct 30, 2020 - ILT, TT

Content Area teams will backward plan to develop full course curriculum maps with Remote Learning elements and content to be taught for Q1 and Q2 semester courses and Q3 and Q4 semester classes.

Jul 01, 2020 to Aug 31, 2020 - ILT, TT

Facilitate Counselor/Family Coffees to deliver information around postsecondary planning, FAFSA, and scholarships.

Sep 01, 2020 to Jun 11, 2021 -

Strategy 2

Identify a powerful practice to support Content Area Literacy across all subject areas.

Sep 01, 2020 to Sep 30, 2020 - ILT, Teacher Teams

Differentiated PD paths for Content Area Literacy developed for teachers.

Sep 01, 2020 to Feb 05, 2021 - ILT, Teacher Teams

Provide professional learning through Flex PD Teacher Team meetings to improve teacher understanding of the remote learning process and developing CCSS-aligned Content Area Literacy rigorous tasks, questioning, and assessments.

Sep 01, 2020 to Dec 25, 2020 - ILT, TT

Content Areas teams will share and provide feedback on engaging tasks designed in Unit Plans that were developed with the newly adjusted lens for Remote Learning in the Curriculum Maps and aligned standards.

Sep 01, 2020 to Feb 05, 2021 -

Plan and facilitate professional learning around Content Area Literacy Strategies and Remote Learning.

Jul 31, 2020 to Feb 04, 2021 -

Learning Walks and Peer Observations to collect data for the implementation of strategies to improve Content Area Literacy in the classroom.

Sep 01, 2020 to Jun 30, 2021 -

Strategy 3

Enroll 75% of parents in Aspen Parent Portal

Sep 01, 2020 to Oct 30, 2020 - Counselor, Community Representative, Deans, Clerks

Identify two quarterly opportunities for parent involvement in the school and incentives for encouraging parent participation.

Sep 01, 2020 to Oct 30, 2020 - Community Representative, Counselors

Partner with Boys Town: Well Managed Classroom to provide parenting resources and training.

Sep 01, 2020 to Jan 08, 2021 - Deans, Administration, School Community Representative

Coordinate and host a community job/resource fair.

Sep 01, 2020 to Jun 18, 2021 - Counselors, School Community Representative

Create an active Parent Advisory Council (PAC) and Bilingual Advisory Committee (BAC) by recruiting parents.

Sep 01, 2020 to Nov 06, 2020 - School Community Representative, ELPT

Strategy 4

Provide professional development on the CPS Professional Grading Standards and Grading Practices Guidelines.

Sep 01, 2020 to Dec 11, 2020 - ILT, Administration

Engage faculty in an analysis of teacher gradebooks to identify problems of transparency and non-alignment to CPS policies

Sep 01, 2020 to Dec 18, 2020 - ILT, TT

Plan for and develop a school-wide grading policy that determines categories, weights, make up work policy, etc. and is aligned to CPS grading policy.

Sep 01, 2020 to Jun 18, 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.

The comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards is based on the analysis of student assessment data, the SQRP, and the CIWP process.

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

Professional development plans are aligned to student assessment data as well as teacher surveys and input. All students are provided with opportunities for academic and social emotional learning interventions such as credit recovery courses, Evening and Saturday school options, Edmentum Exact Path Skills Practice, AP Spanish Language and Culture enrollment, and Dual Enrollment and Dual Credit opportunities through our partnership with Kennedy King College.

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.

The ILT and Teacher Teams at PECHS develop the professional development plan each year that is informed by the analysis of assessment, grade, attendance, and behavior data. These teams provide

teacher-led, differentiated professional development aligned to school goals and student need. Teachers provide input into the school schedule to maximize both core instructional time, as well as intervention and enrichment blocks of instruction.

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).

The entire school population consists of students 16-21 who are academically off track and at risk of meeting the states achievement standards. PECHS has a robust school wide plan to support our student population and their changing needs through school counseling, a social work position, and partnerships with Father Flanigan's Boys Town, Lurie Children's Hospital Center for Childhood Resilience, Literature for All of Us, and DePaul University. Additionally, funds are prioritized to support college and career awareness through quarterly postsecondary goals and through purchased Virtual Job Shadow curriculum.

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

Strategies include: 1) Maintaining a status that shows school in good or excellent standing; 2) Conducting team interviews whenever possible that allow for staff input; 3) Development of strong systems for professional development and support; 4) Following CPS established guidelines for best practices in teacher selection.

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.

PECHS teachers engage in bi-annual professional development in our schoolwide school management program, Boys Town Well Managed School. Every year, the ILT conducts a needs assessment survey and engages in data driven instructional cycles of professional learning to support instructional capacity of teachers and promote academic achievement for all students.

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

Traditionally parent involvement in an Options High School can be very minimal. Improvement engagement is an annual goal and met through initiatives to support families such as Coffee with the Counselor sessions to support parent involvement in post-secondary planning as well as workshops conducted by local partnerships and the City Colleges.

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.

N/A

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 will help develop and vote on the school's Assessment Plan each year as outlined by CPS guidelines.

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.

PECHS implements a co-teaching instructional model in all core content courses to identify and support students who are experiencing difficulty. Additionally, PECHS has implemented an intervention program that identifies struggling students a minimum of two times each academic quarter and provides additional small group and individualized support to close those gaps. PECHS has also invested in online interventions that target skill deficits.

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.

PECHS implements programming to support our STLS students, post-secondary planning and pathways, and social emotional supports that are aimed at preventing violence. We have a team of two counselors and a social worker on site each day. Our students are involved in individualized and small group counseling with this team, but also have the opportunities to engage in SPARCS groups and curriculum with our clinicians and outside partners, as well as access behavior de-escalation sessions with our deans and administrators. We have a quarterly calendar to support post-secondary planning and supports for all of our students which include, but are not limited to Post Secondary Week, College Campus Visits, Job and Career Fairs, Counselor-led lessons. We also support the increased enrollment of our students in Dual Credit, Dual Enrollment, and AP courses to support our college going culture.

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.

The PECHS has an advisory board that reviews and guides the process of school improvement.

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

The PECHS provides and opportunity on Friday, September 25th to explain our Title I program, CIWP. Presentations will be held at 3:00 and 5:00 pm.
Students receive a data/fact sheet in their enrollment package informing the students and their family regarding their rights and requirements of the Title I
program.

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

The PECHS provides and opportunity on Friday, September 25th to explain our Title I program, CIWP. Presentations will be held at 3:00 and 5:00 pm.
Students receive a data/fact sheet in their enrollment package informing the students and their family regarding their rights and requirements of the Title I
program. Students receive a data/fact sheet in their enrollment package informing the students and their family regarding their rights and requirements of the
Title I program. Parents are also provided with assessment data for their child.

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

The Chicago Public Schools provides a School Performance Report as well as a State Report Card that is distributed to students and their families

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.

Due to the nature of the students who attend PECHS, this school is committed to only hiring highly qualified teachers. Teacher credentials are available upon
request.

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.

Each student is provided with an appointment time during report card pick up twice a year. Students are given progress reports at the fice week mark and at
the end of the quarter. CPS has provided a parent portal where parents can monitor their child's grades. PECAHS teachers are mandated to enter bi-weekly
grades. Parent portal information is provided in the enrollment orientation packet.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parent portal information is provided in the enrollment orientation packet.

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.

During report card pick-up, training will be offered to interested parents. Since the overwhelming majority of students are over 18, there is little demand from
parents for training. This usually is more prevalent at the elementary level.

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.

DNA

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.

Several staff members are fluent in Spanish and converse and/or provide translated written communication for parents. CPS does uniformly provide
documents in Spanish.

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] **\ The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.\ **
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) The Peace and Education Coalition Alternative High School Program is a small alternative high school program that provides a non-traditional educational opportunity for out-of-school youth between the ages of 16 - 21, who desire to achieve a high school diploma and a new change to fully participate in the economic and social speres of life through guidance and support. PECHS provides core content utilizing the engaging and movement based instructional strategies and academic support through tutoring, technology assisted instruction, co-teaching and highly engaging student projects supporting the CCSS.
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 occur in November and April. Times are scheduled for students for individual conference. Parents can call and schedule individual conferences at any time and meet with staff during preparation time or before or after school if they so desire
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Parents are provided with progress reports every five weeks. Further, if a student falls behind prior to the five week report, parents may be contacted. Parents do have the opportunity to view their child's grades through the CPS Parent Portal.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. Parents have the opportunity to meet with staff during their daily preparation period. Further, if a parent comes unannounced, provisions will be made for the parent to visit with the desired staff. Due to the student population served, it is very rare that parents are involved with these older students. However, the school will reach out to parents regularly.

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.

We have had instances when a parent shadows their child. Because the overwhelming percentage of our students are over eighteen, this is a rare
occurrence. The school more likely works more closely with probation/parole officers than parents.

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

Parents/guardians are called when students are absent. Parents do assist to insure their child comes to 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.

Our most frequent contact with parents is during the enrollment process. Parents are very thankful to find their overage child or their child who has had
experiences with the justice system do have an opportunity to complete their high school diploma.

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 can earn credits quarterly. They have a comprehensive attendance policy and do comply in order to earn the credit. There are always options to improve and earn credits. We have block scheduling so students are in class 84 minutes and only four subjects per quarter. Teachers develop relationships with students due to small class size and longer contact.

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.

To provide timely and relevant supports for parents to help increase their students' academic achievement, PECHS will provide training workshops on distance learning and recognizing and understanding mental health concerns in teenagers, occuring before Thanksgiving break of both school years.

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.	$670.00
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