

Kelvyn Park High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	K. Adams, C. Moreno	Taking all final SEF evaluations from team members and smaller groups.
01/22/2020		

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
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** ILT led PD for PLC cycles based on task analysis for best practices being the outcome and critical feedback for peers to enhance learning tasks for implementation. Listening Tour conducted by Dr. Adams to collect feedback from all staff and look for common trends for school improvement areas. Development of CoRE teams to receive feedback on PRO KP Team for improvement of image for community and parents. Create and socialization of norms in early PD before school started to increase fidelity and teacher collaboration and professionalism in department meetings.
- 2 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 2 Design professional learning (PL) to achieve school-wide improvement goals
- 2 Design and implement school day schedules that are responsive to student needs
- 2 Align the budget to the CIWP priorities and the mission of the school
- 2 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
- 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)
- 1 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** PLC department led meetings for support for best practices in cycles 1-4 for school year where teacher reflect on learning and carry it over to teacher toolbox for best practices for engaging student in cognitive demand and cultural relevancy through appropriate student centered tasks. Apply PD from Umoja to increase positive learning environments and academic safe classrooms. Work with LSC and outside partners to fully understand and seek out the resources to serve the needs of KP students with New Hope, Youth Guidance, BAM, WOW, LSNA, Northwest Housing, Journey's, Build, Albany Park, and SOAR.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** DR. Adams creating an alignment guide for CORE departments to analyze gaps in instructional teaching based on Common Core for improvements and alignments from grades 7-12. Utilize One Book one school initiative in efforts to foster a culture of reading but rigorous skill sets appropriate for 7-12 and create on-going conversation about topics which are culturally relevant. Create skill sets for students using Spring Board Curriculum for Math and English and Amplify for Science. Create planning time to incorporate Umoja training into everyday lessons for classroom and community building. Working on classroom discussion techniques for all content areas to improve student conversation and speaking skills.
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback

- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Celebration and acknowledgement of student successes with perfect attendance and A and B honor rolls. Allow ELL learners use of technology to enhance comprehension and application of learning skills. Provide multiple resources in dual languages to accommodate ELL learners. Make accommodations for student of ELL and DL populations to make sure they are receiving necessary minutes from staff who can support students needs. Make modifications for learners so that content is accessible and equitably evaluated. Provide project and real life connections for students to value from lessons learned in school and apply them to life. Use discussion and questioning in classes to challenge peers in thinking deeper about complex topics. Dual credit earned in Spanish classes and AP Literature English class.
- 2 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 2 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
 - 2 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 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
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Utilizing the summit work in core teams to emphasize different assessment tasks that meet the needs of all students and practice task in safe classroom environments. Share out PD learning through ILT in department meetings for assessments differentiation. Creation of reflection opportunities for students to self and peer reflect after projects, and presentations.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 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)

- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Adams daily cut report for attendance and emails to teachers and students. Having an attendance coordinator Mrs. Ramirez, and SOAR as an outreach partner to help mentor and support chronic absenteeism. Creation of ON-Track Teams for students and tutoring options looking at both grades, attendance and behaviors. Team support through BHT, 2 social workers in the building, partner from Albany Park, Build, WOW and BAM, a student services advocate and Counselor support in house.
- 3 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Seminar, One GOAL, Network 14 Post secondary Coaches, School Counselor all working one-on-one and in classes of seniors to focus on senior pathway options for school, careers, and other avenues for post secondary success. All work completed in Naviance through tasks from 7-12 grades. College trips and visits, annual college and career fair to expose all grade levels, and parents nights for FASFA and Juniors preparing for Senior year and a functioning Senior Post Secondary Leadership Team.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Umoja Partnership, On-track communication, SRC, Student Voice Advocate, Community building in BAM and WOW and social work, DL teacher and SECA'S support staff, Positive phone calls home, Student logger teacher and clear communication with SRC logger.

- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Participating in democratic and city political forums with local politicians, student created project learning through social justice and voice committees in school. Student council and student suggestion box and campaign for "see something, say something". Service projects are community based.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** SRC, Peace Room, Build, UMOJA partnership, Seminar classes, Social work team, Culture and Climate Team, BHT team, BAM, WOW, Albany Part, LSNA, Journey's, SOAR, After School Matters, Team sports and after school clubs.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** RJ practices and Restorative Conversations to resolve and deescalate student negative behaviors is practiced, Full training for Umoja, seminar community building and peace circles, development of positive advocacy and communication in BAM and WOW, and BUILD, and SRC room as well as SRC student Advocates working with students. Deliberate communication through SRC dashboard.
- 2 - Family & Community Engagement
 - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 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)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 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)
- **Evidence:** Family Literacy Nights, Family Art Nights, Sporting and School Fairs, with bilingual community partners from Northwest housing center, the local library, after school matters, BUild, BAM, WOW, Alternatives Network, Journey, Albany Park, New Hope, SOAR, BHT supports as reach out. Parent News letter and teacher Pencil it in Newsletter. LSC and PAC in the school. 5 essentials survey and positive phone calls home from staff.

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	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
2	Quality and Character of School Life: Family & Community Engagement	5
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
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

Score	Framework dimension and category	Area of focus
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.

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: Freshman On-Track Our rate for on track students indicates the amount of students that complete a four year high school career and show higher GPA's for core and non-core areas. Diverse Learners are an area of need because of they are negative 10% behind the overall average. Transition to high school might be a factor. Also IEP's written and executed appropriately.	Overall		81.00	86.00
	Students with IEPs		71.70	76.70
SQRP: PSAT 9 Annual Growth Percentile The PSAT scores indicate areas of need for instruction to focus on for the next 2 years which help align CCSS and the amount of opportunities a students sees for a specific standards. Also IEP's written and executed appropriately.	Overall		55.00	60.00
	Students with IEPs		25.00	30.00
	Overall		88.70	93.70

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: Attendance Rate</p> <p>The attendance measures amount of time spent in an instructional environment as well as the success with academic skills. Students with IEP's especially need extra time and supports to master skills.</p>	Students with IEPs		82.40	85.40
<p>SQRP: SAT Cohort Growth Percentile</p> <p>in order to increase the post-secondary pathway, it is important to determine what students are eligible for selective schools and college readiness programs based on their SAT scores. Also IEP's written and executed appropriately with testing accommodations.</p>	Overall		34.00	39.00
	Students with IEPs		17.50	20.50
<p>Vision: 4 Year Graduation Rate</p> <p>It is an indication which determines what students are on-track to earn 24 credits in 4 years, particularly for IEP students.</p>	Overall		62.00	6.00
	Students with IEPs		40.50	43.50

Required metrics (Highschool) (0% complete)

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

Custom metrics (50% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>Increase of parent and community participation. Each school year, the increase of the LSC, parent group members for PAC, and community involvement with school events will increase due to relationships built between parents and teachers and administration. Each year we will recruit 5 new</p>	10.00	15.00	10.00	15.00	

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
parents for each group. So that in 2022 we have 10-15 members of the LSC and PAC groups.					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we develop and implement a system of consistent communication with students, parents and stakeholders
Then we see...	Then we will see a cultural shift within the community as school administration and staff create stronger familial and community relationships and support their specific needs, provide opportunities to collaborate with and between students, parents and community stakeholders, and create an improved sense of belonging.
which leads to...	Which will lead to an increase in productive parent/community engagement and potential partnerships with other networks of support; will lead to consistent response to interventions, improved attendance rates for students, an increase in student enrollment and better home-school connection.
Budget Description	Funding Sources: Local (115) Title I (332) External Grants/Foundation/In-kind(124) Budget Categories: Teacher position- already Have ESP position- Position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies- Paper, envelopes, stamps Equipment- fixing sign outside and moved to door 8 new entrance? Materials (instr. and software) Textbooks- community engagement readings Professional Development Consultants/Vendors Conferences and associated expenses- Building Community and networking conferences? Other
Tags	Leadership for Continuous Improvement, Family & Community Engagement, MTSS: Family and Community Engagement, OSCP: Social/Emotional Support, SSCE: Community Engagement
Action steps	<ul style="list-style-type: none"> (On-Track) Maintain consistent communication via our KPHermosa.org website, social media through parent and student portal, ASPEN, and the monthly newsletters. <p>Tags: Family & Community Engagement, Teacher Leader Development & Innovation: Teacher Teams</p>

	<ul style="list-style-type: none"> (On-Track) Create opportunities to collaborate between teachers, students, parents and the community with monthly LSC, BAC and PAC meetings, and monthly community culture nights. <p>Tags: Relational Trust, Family & Community Engagement, Arts Education: Community and Career Connections (F/PA #6), OSCP: Postsecondary Pathway Advising & Planning, OSCP: Social/Emotional Support, SSCE: Community Engagement</p> <ul style="list-style-type: none"> (Postponed) Service and maintain marquee at the front entrance for community announcements and information. <p>Tags: Budget & Grants</p>
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Strategy 2

If we do...	If we...develop a balanced assessment system through distributed leadership for equitable formative and summative assessments, which are responsive to students needs, and that are aligned to the standards in scope and sequences structures
Then we see...	teachers monitor student growth on standards, analyze student data in meetings and provide necessary feedback to improve instructional practices using common language and rubrics that detail levels for targeted standards
which leads to...	achievement of building student knowledge with breath and depth during their career at KP and overall growth percentile in standard-based assessments such as SAT/ NWEA and graduations rates for on-track.
Budget Description	Funding Sources: Local (115) Title I (332) Perkins (367) External Grant Budget Categories: Teacher position- Curriculum and Instruction and 2 Multi-tiered Classroom Leader II Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies- Anchor charts and lamination Equipment- Laminating machine maintenance Materials (instr. and software)- rubric creation tools Textbooks- equitable assessment books readings Professional Development Consultants Conferences and associated expenses- PD conferences and webinars Other
Tags	Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> (On-Track) 1. Creating scope and sequence models to help with vertical and horizontal alignment of skills. <p>Tags: Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative</p> <ul style="list-style-type: none"> (Not started) 2. Creating common summative and formative assessments based on CCSS aligned rubrics.

	<p>Tags:Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Science: Formative Assessment, Math: Formative Assessment</p> <ul style="list-style-type: none"> (Not started) 3. Creating common categories and weights in departments and content areas. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p>
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Strategy 3

If we do...	If we implement restorative justice practices, identify SEL needs and objectives and integrate Tier 1 SEL support and strategies focused on DL and ELL students
Then we see...	stronger relationships will be built between students and staff, students will have improved social emotional skill development, and students will have an increased level of self-efficacy
which leads to...	equitable opportunities to resolve conflict, self-actualization of SEL competencies (self awareness, self management, social awareness, relationship skills, and responsible decision making), and reduced number of behavioral referrals.
Budget Description	Funding Sources: Local (115) Title I (332), Perkins (367) External Grants/In-kind Budget Categories: Teacher position- MCL 2 ESP position- SRC, Culture and Climate Position, Attendance and Parent Outreach Ext. Day - Buckets Supplies- Posters, Markers, art supplies, costumes, food donations, anchor charts. Equipment- TBD Materials (instr. and software)- CPS internal software/ website Textbooks- CASEL textbooks and Anchor Charts Professional Development Consultants/vendors- Umjoo Conferences and associated expenses- SEL Webinars and Conferences Other-
Tags	Structure for Continuous Improvement, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Student Voice, Teacher Leader Development & Innovation: Distributed Leadership, SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> (On-Track) 1. Provide PD to implement restorative justice practices school-wide and integrate Tier 1 SEL supports, focusing on EL and DL students. <p>Tags:Structure for Continuous Improvement, Supportive and Equitable Approaches to Discipline, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Postponed) 2. Create opportunities for students by supporting the student voice committee with actionable items for a student-centered school. <p>Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice, Teacher Leader Development & Innovation: Distributed Leadership, SSCE: Student Leadership</p>

Strategy 4

If we do...	create a year-long teacher team learning cycle with professional development for focusing on scope and sequences that ensures delivery of consistent and rigorous, standard based instruction that allows multiple opportunities for engagement and success for all learners,
Then we see...	teachers create a higher quality of engagement and rigor with standards based lessons especially with Art Integration, using other educational tools and enrichment for all content areas (including diverse learners and EL learners)
which leads to...	more engaged students who use academic language, show enhancement of the learning process, show an appreciation of arts integration, leading to improvement in skill-based formative, summative and standard based (NWEA/SAT) assessments, better attendance, and academic outlets for success.
Budget Description	Funding Sources: Local (115) External Grants Budget Categories: Teacher position- MCL 2's ESP position- Culture and Climate Ext. Day - Buckets Supplies- New textbooks and teaching supplies Equipment - Ipad carts- Materials (instr. and software)- updated software Textbooks- Understanding by backwards Design Professional Development Consultants Conferences and associated expenses- Curriculum Conferences and Webinars Other
Tags	Leadership for Continuous Improvement, Curriculum, Arts Education: Equitable Access to the Arts, ODLSS: Instructional Quality, OLCE, OSCPA: Learn.Plan.Succeed., OSEL: SEL Instruction, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (On-Track) 1. Integrate arts related strategies and 5 SEL competencies into all content areas within the scope and sequence. Tags:Arts Education: Authentic Arts Integration, OSEL: SEL Instruction (On-Track) 2.Create a 2 year teacher team learning cycle with professional development for focusing on scope and sequences, arts integration, and 5 SEL competencies. Tags:Leadership for Continuous Improvement, Curriculum, Arts Education: Authentic Arts Integration, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, OSEL: SEL Instruction

Strategy 5

If we do...	cultivate distributed leadership through department chairs and their teams to utilize scope and sequences for units of differentiated instruction
Then we see...	all teachers design instructional units that include transferable (SEL) skills from academics to the real world by addressing culturally relateable topics of study to promote more student engagement and master communication of the content area,

which leads to...	more time on task engagement for students, and promote a positive school culture which emphasizes the mastery of common literacy skills needed for junior high, secondary and post-secondary academic success.
Budget Description	Funding Sources: Local (115) Title I (332), Perkins (367) External Grants Budget Categories: Teacher position ESP position Substitute teacher (PD, programming, etc.) Ext. Day - Buckets Supplies Equipment Materials (instr. and software) Textbooks- community engagement readings Professional Development Consultants/vendors Conferences and associated expenses- Other
Tags	Leadership for Continuous Improvement, Instruction, Arts Education: Artistic Literacy, Arts Education: Embedding the Arts School-Wide, CBE: SEL Integration, Literacy: Shift 1- Increase access to effective and rigorous literacy instruction, SSCE: Engaging in Difficult or Controversial Discussions, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (On-Track) 1. Administration support with development of professional communication and planning time for distributed leadership (ILT, PLT, Umoja, SRC, MCL and EIT roles and other outside partners). Tags: Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) 2. Teachers will design instructional units that include transferable (SEL) skills from academics to the real world by addressing culturally relatable topics of study to promote more student engagement and master communication of the content area. Tags: Arts Education: Authentic Arts Integration, Literacy: Key Practice #1- Abundant Reading of Diverse Texts, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, OSEL: SEL Instruction (Not started) 3. Review and analyze units of instruction in departments to determine where arts and SEL opportunities can be implemented into all content area classes. Tags: Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

Action Plan

Strategy 1

On-Track Jun 02, 2020

Maintain consistent communication via our KPHeramosa.org website, social media through parent and student portal, ASPEN, and the monthly newsletters.

Apr 13, 2020 to Jun 20, 2022 - KP Pro team, Administration, teachers

On-Track Jun 02, 2020

Create opportunities to collaborate between teachers, students, parents and the community with monthly LSC, BAC and PAC meetings, and monthly community culture nights.

Apr 13, 2020 to Jun 20, 2022 - LSC, PAC, teacher teams, administration, security, community, students and parents

Postponed Jun 02, 2020

Service and maintain marquee at the front entrance for community announcements and information.

May 15, 2020 to Sep 07, 2020 - IT staff member, Administration, KP Pro Team, Student Council

Strategy 2

On-Track Jun 02, 2020

1. Creating scope and sequence models to help with vertical and horizontal alignment of skills.

Mar 16, 2020 to Sep 04, 2020 - Content Area Teachers, Content Area Team, ILT

Not started Jun 02, 2020

2. Creating common summative and formative assessments based on CCSS aligned rubrics.

Apr 13, 2020 to Jun 18, 2021 - All Content Area Teachers, Content Teams, ILT Leads

Not started Jun 02, 2020

3. Creating common categories and weights in departments and content areas.

Jun 19, 2020 to Sep 04, 2020 - All Content Area Teachers, Content Teams, ILT Leads

Strategy 3

On-Track Jun 16, 2020

1. Provide PD to implement restorative justice practices school-wide and integrate Tier 1 SEL supports, focusing on EL and DL students.

Apr 13, 2020 to Jun 20, 2022 - Administration, teacher leaders, teachers, SRC, security, social workers, counselors, community police officers

Postponed Jun 16, 2020

2. Create opportunities for students by supporting the student voice committee with actionable items for a student-centered school.

Apr 13, 2020 to Jun 20, 2022 - Administration, Jr, High Student Counsel teacher sponsors, students, student leaders, all teachers

Strategy 4

On-Track Jun 16, 2020

1. Integrate arts related strategies and 5 SEL competencies into all content areas within the scope and sequence.

Jun 20, 2022 to Jun 20, 2022 - ILT, Team Leads, All content area teachers.

On-Track Jun 16, 2020

2. Create a 2 year teacher team learning cycle with professional development for focusing on scope and sequences, arts integration, and 5 SEL competencies.

Jun 19, 2020 to Jun 20, 2022 - ILT, Team Leads, All content area teachers.

Strategy 5

On-Track Jun 16, 2020

1. Administration support with development of professional communication and planning time for distributed leadership (ILT, PLT, Umoja, SRC, MCL and EIT roles and other outside partners).

Jun 20, 2022 to Jun 20, 2022 - Administration, ILT, PLT, Umoja, SRC, MCL and EIT and other outside partners

Not started Jun 16, 2020

2. Teachers will design instructional units that include transferable (SEL) skills from academics to the real world by addressing culturally relatable topics of study to promote more student engagement and master communication of the content area.

Apr 13, 2020 to Jun 20, 2022 - ILT, Team Leads, All Teachers

Not started Jun 16, 2020

3. Review and analyze units of instruction in departments to determine where arts and SEL opportunities can be implemented into all content area classes.

Jun 20, 2022 to Jun 20, 2022 - ILT, Team Leads, All Teachers

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.

Conducted to determine programming for SY21. Added Spanish and PE teachers. Adding AP Biology, AP Spanish, and AP Language with 2-year cohorts.

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

Assessed scope and sequence for all grade levels within disciplines. Working in departments to create a more cohesive and rigorous learning experience that builds from 7th through 12th grades. Identifying opportunities for transdisciplinary overlap.

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.

Cycle of inquiry coming up next year on balanced assessment and grading in a holistic sense. Should inform instructional strategies based on research.

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).

Restorative Justice Practices, Growth Mindset, Student Voice, Mentoring, Tutoring, School and neighborhood social work, BAM, WOW, Job Club, Professional Engineers (Genysys), Build, Inspirational Singers Group, International Club, BAC, PAC, Poder Latino.

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

We are an Opportunity School, website advertises opportunities to work at KPH, we have a thorough and timely interviewing process that emphasizes critical attributes we are looking for in teachers.

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.

Professional learning plan written every year with CIWP goals in mind, the associated teacher learning needs, and teacher leader learning needs.

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

Family Literacy Night, Parent Education through PAC and BAC, Family Art Night, Financial Literacy Night, Post-Secondary Night, Social Emotional Parent Education, Parent Newsletter, monthly coffee meeting with principal, Student Resource Center parent outreach.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

NA

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

PLC in departments and ontrack PLC's for grade levels and areas of student need, NWEA and PSAT assessments.

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.

MTSS interventions, Lexia, Reading A-Z, Literacy Fountas and Pinell, SPED re-evaluations, IEP progress monitoring, Student Mentoring, Lunch Time Tutoring, Wida Standards Integration, Apex Learning.

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.

Two CTE programs, we have financial literacy workshops for parents, students, and community members, CAPS, community Chicago Police Department Officers, Healthy School Options, Adult and Family Education through PAC and BAC, JOB club, College and Career Fairs, Northwest Housing.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

PAC and BAC Parent Meetings. Recruitment of parents by word of mouth and partnering with the Alderman's Office for marketing advertising of community and parent involvement. Creating a culture of parent involvement and fixing the marque for communication. Open houses and elementary school recruitment, virtual orientations and curriculum and instruction nights. Parent volunteer nights. Alumni past generations and college students with community connections forum.

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

Projected Title I Annual Meeting - September 15th, 2020
Projected Title I Organizational Meeting - September 15th, 2020

Regular officer meetings when convenient for parents (last year was Saturdays at 10am) to plan parent events and parent leadership development workshops.

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.

Will bring all suggestions to the PAC and their school-based liaison, Veronica Jara.

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.

School will distribute performance on State assessments to students at school and will mail them.

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.

Official letter from CPS internal communication mailed to all parents. Posted on website.

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.

Professional development workshops for parents so that they understand these academic performance measures and requirements.

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.

Professional development workshops for parents during times that are convenient for them.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Professional development workshops for staff during regularly scheduled day.

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.

Reaching out to these programs to establish partnerships and regular meeting schedule with them.

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.

Communication to parents will be provided in both English and Spanish

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

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)

LSC cannot approve; we are an 8.3 school.

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.)

Tirelessly seeking what is best for students' social, emotional, and intellectual development.

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.

Report Card Pickup days - November, 2020. April, 2021

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

Progress reports mailed to families.

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

Full time parent liaison as a position at the school, ESP. Redesigned school space to have Attendance Office by main entrance, a conference room for parents, and all service-related personnel relocated to the first floor for easy access for parents.

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.

Parent shadowing. Monthly family nights. Create Website Access to parent Volunteer pathway. Parent flyers in front of the school before and after school in beginning of the year. Have a parent board in or near Attendance Office location. Parent technology and resource (job, FASFA, ect..) like a Parent University-promote on website an flyers.

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

Attending conferences for their son/daughter and attending workshops for parents on SEL and academic supports at home.

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

LSC, PAC, BAC during monthly meetings.

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).

Embodying the CoRE Values: community, relationships, empowerment. If they attend to their SEL needs/health then they will be able to access high levels of intellectual academic achievement. Promote before and after school club/sport, or other extra curricular activity.

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.

Increase parent involvement.
 Secure accurate email addresses of 85% of all parents (currently at 56%).
 85% of parents on Parent Portal.
 85% of parents registered for digital newsletter.
 Host monthly activities/workshops during the day and evening.

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.	\$2330.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$776.00

54125	<p>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)</p>	\$0.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$0.00
54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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 be used only by parents.</p>	\$0.00