

Lake View High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/01/2020	Karafiol, Saleh, Resh, Sovell, Carmichael, Godinez, Goldflies, Gioia, Davis, Jacobs, Buckley, Bender, Kitson	CIWP Development Process & SEF Evaluation
02/11/2020	Karafiol, Resh, Carmichael, Godinez, Goldflies, Bender, Gioia, Buckley, Davis	Using data to assess areas in SEF

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
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 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:** 5Es Data
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 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
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** 5Es and midyear student surveys. DILs agendas.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum

- 2 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
 - 1 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Unit plans, etc.
- 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
 - 1 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
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Will provide
- 2 - Balanced Assessment and Grading
 - 2 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
 - 1 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
 - 3 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:** Will provide
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 1 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)
- 1 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)
- 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)
- 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)
- 1 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)
- 2 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)
- 2 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)
- 2 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)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)

- 2 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)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 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:** Success team (grade level) agendas and data trackers, Care Team agendas and data tracker
- 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 1 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 2 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:** 5Essentials; student handbook; security handbook; Care Team, Culture Team, Climate team agendas
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Unit plans (especially Health and English and advisory), dean handbook, misconduct protocol, UCAN poster, misconduct matrix, dean agendas
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 2 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)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

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	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
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	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: 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: College Readiness SAT - Crucial to students' college aspirations - Impacted by rigor: our students who do well in our classes currently aren't getting commensurate SAT scores	Overall		32.80	35.20
	African American		19.00	26.00
Vision: Early College & Career Credential - Crucial to students' college aspirations - Impacted by rigor and alignment - Builds on EOS work we have been doing - Accessible through AP, ECCS (Dual Credit/CTE), JROTC	Overall		52.20	55.70
	African American		28.90	40.10
Vision: Freshman On-Track - Leading indicator - Key predictor of graduation and postsecondary success - Builds on work we have already been doing."				
Vision: Attendance Rate If we do our Tier 1 instruction and supports well, as well as our Tier 2 and 3 interventions, our students should feel engaged and supported and therefore will come to school more.	Overall		90.00	92.00
	African American		88.00	90.00
Vision: 4 Year Graduation Rate If we do our Tier 1 instruction and supports well, as well as our Tier 2 and 3 interventions, more students should be graduating on time.	Overall		87.00	90.00
	African American		82.00	90.00

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 (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
MTSS: no more than 15% of students with Ds and Fs by end of SY21-22 If we do our Tier 1 instruction and supports well, as well as our Tier 2 and 3 interventions, no more than 15% of students should have below average grades.				20.00	15.00

Strategies

Strategy 1

If we do...	professional learning so teachers understand the importance of MTSS, and there are systems and supports that help teachers do it with fidelity,
Then we see...	students being better supported academically and socially-emotionally,
which leads to...	more students being engaged as seen in them coming to school more, graduating in four years more often, and getting average or above-average grades.
Budget Description	Continued course team meetings where teachers focus on rigorous, engaging, and culturally relevant instruction. Continued grade level meetings or other time set aside for teachers to consider how to best support students not engaging with the Tier 1 instruction. Continued Behavior Health Team meetings to ensure social-emotional supports continue to be supported both inside and outside of school. Time built into Grade Level teams or other teams/areas to better engage/communicate with parents.
Tags	MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Create and deliver a BOY PL where the rationale behind MTSS is clear--teacher planning and instruction is easier if you know how plan in engaging, rigorous, and culturally relevant ways (Tier 1), less time needed for differentiation if Tier 1 done well, meaning less students get more to keep them on track <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) Find out what MTSS interventions students want/need by grade level, and do cyclical professional learning to ensure teachers are know what they are, how to do, and how to progress monitor and do with fidelity <p>Tags:MTSS: Fidelity of Implementation</p>

- (Not started) Discuss what is working and not for each grade level team for MTSS. Then, create and train staff on a whole-school MTSS system (with possible tweaks at each grade level)

Tags:MTSS: Fidelity of Implementation

- (Not started) Survey students end of year to hear if they felt represented/reflected, what their favorite classes and units were and why, if they felt culturally respected in classes and if so/not which ones, if they felt holistically respected for their various identities, etc.

Tags:MTSS: Shared Leadership

- (Not started) Share student survey results with staff, plan on how to use them-- staff PL, advisory lessons, etc. Have students lead, teach up teachers

Tags:MTSS: Shared Leadership

- (Not started) Create a plan to teach staff about culturally responsive teaching (Z. Hammond!) (maybe do a trial run with Sophomore Team this year if that seems helpful to teachers)

Tags:MTSS: Curriculum & Instruction

- (Not started) Create and deliver SEL lessons around code switching (you can't do this at school/work, you can make those decisions at home/with friends). Do with Peer Council or some other student group

Tags:MTSS: Curriculum & Instruction

- (Not started) Do cyclical PL on relationship-building and it's importance, why students might be defiant/disengaged and how to still show up for them, lessons they can do with students to help them build empathy and show up more academically and socially/emotionally in the school community

Tags:MTSS: Fidelity of Implementation

- (Not started) Cyclical PL for deans, security, clinicians on teaching and following up on replacement behaviors

Tags:MTSS: Curriculum & Instruction

- (Not started) Advisory or other ways of teaching growth mindset, deficit thinking, and the importance of skills for post-sec life to students so they strive for more than the minimum (maybe start as a 9th grade thing and start to build out by grade level?)

Tags:MTSS: Curriculum & Instruction

	<ul style="list-style-type: none"> (Not started) Create a survey to ask parents the best way to engage them, and create a cyclical plan to do so throughout the year (Orientations to share resources, videos that get sent to families, Robocalls alongside emails every 2 weeks/month--all these include MTSS interventions and how to request them) <p>Tags:MTSS: Family and Community Engagement</p>
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Strategy 2

If we do...	Continue teaching Reading Apprenticeship as a way of supporting struggle; Train teachers to create high-level, culturally relevant materials or purchase those materials; Train and support teachers in developing culturally responsive practices; Continue to monitor the rigor level of tasks and assessments; and Train and provide time and support for teachers to create differentiated lessons
Then we see...	Teachers will: Give students tasks at DoK 3+ 70% of the time; Explicitly teach RA strategies in class to value and support struggle; Create classrooms where struggle is valued; Build trusting relationships with students; and Create differentiated lessons. Students will: Engage at given DoK 70% of the time Continue struggling with challenging tasks rather than giving up Become aware of the strategies they use to tackle challenging tasks Work at their individual edges of growth Support each other in struggle Be more successful in classes and take H/AP/DC classes more often
which leads to...	35.2 % of students achieving college-ready status on SAT (+17 students in typical class) 26.0 % of African-American students achieving CRS on SAT (+4 students in typical class) 55.7 % of students achieving ECCC (+24 students in typical class) 44.1 % of African-American students achieving ECCC (+7 students in typical class)
Budget Description	- Release time (0.2) for Department Instructional Leads of larger (6+) departments to support continued professional learning and data collection around rigorous tasks, Reading Apprenticeship, and Unit/Lesson Planning. - Summer professional learning around Culturally Responsive Teaching. - Summer meeting time for DILs to plan professional learning throughout the year. - Substitutes to release teachers for peer observations, planning for differentiation, and other professional learning.
Tags	Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) -Create CRT cohort <p>Tags:Curriculum, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Targeted Universalism, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) -Identify WILs to lead differentiation work <p>Tags:</p> <ul style="list-style-type: none"> (Not started) -Identify WILs sub-leads to manage RA stream

Tags:

- (Not started) -Create SY21 rigor data collection strategy

Tags:

- (Not started) -Identify PL needs for creating rigorous tasks based on Spring 2020

Tags:

- (Not started) -Create safe practice & feedback system for teachers

Tags:

- (Not started) Create yearlong PL calendar including RA, rigorous tasks, CRT, and differentiated planning.

Tags:

- (Not started) -Include new Ts in rigor/DoK work

Tags:

- (Not started) Create and lead BOY learning on differentiation strategies, CRT, and RPA

Tags:

- (Not started) Follow rigor data collection protocol

Tags:

- (Not started) Cohort practices new CRT methods

Tags:

- (Not started) Analyze Q1 rigor data

Tags:

- (Not started) Learn and practice classroom collaboration structures

Tags:

- (Not started) Assess quality of RPA, identify next RA phase

Tags:

	<ul style="list-style-type: none"> (Not started) Design and give MOY PL based on classroom data around CRT, RA, and Rigor <p>Tags:</p> <ul style="list-style-type: none"> (Not started) All WILs begin practicing collaborative structures <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Share CRT strategies with other staff. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Continue collecting classroom data around rigor, CRT, RA <p>Tags:</p>
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Strategy 3

If we do...	Adapt unit & lesson planning practices Use paid / PL time to align curriculum (with CRT in mind) Build schoolwide STEM culture Develop & deploy rubrics for 4C?s Identify and develop a lead cohort in Problem-Based Learning
Then we see...	Teachers will Ensure the unit plan is capturing the process vs. checking the box Get to the deep understanding of why we unit plan Differentiate between course levels (Prep, Honors, AP) Learn how to how to implement 4Cs, PBL, SAT Skills Effectively plan using 4Cs, PBL, SAT Skills Identify themselves as STEM teachers Plan curriculum with RA, student voice, and MTSS structures in mind Students will Be the recipients of a highly rigorous, standards-aligned, differentiated curriculum that authentically supports development and engagement in the 4Cs, PBL, SAT Skills Identify themselves as STEM students
which leads to...	35.2 % of students achieving college-ready status on SAT (+17 students in typical class) 26.0 % of African-American students achieving CRS on SAT (+4 students in typical class) 55.7 % of students achieving ECCC (+24 students in typical class) 44.1 % of African-American students achieving ECCC (+7 students in typical class) 88.1% of Freshmen on Track 85.9% of African American FOT
Budget Description	- Summer planning time for DILs - Summer planning time for curriculum - Extended pay / out of school meeting time for PBL cohort - Release time for DILs to plan and execute unit planning strategies
Tags	Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	<ul style="list-style-type: none"> (Not started) -Create a guiding document/template for Scope & Sequence expectations (June/July) -Department/Course Team summer planning: scope and

sequence (August) -Identify summer learning to set the context for UbD -BOY PD: Understanding by Design/Backward mapping (Identify who will lead)

Tags:

- (Not started) STEM Culture & Climate: STEM Standards deep dive; (provided by STEM T&L)

Tags:ECCE: Early College STEM Schools

- (Not started) -Identify PBL Lead Learner Cohort

Tags:ECCE: Early College STEM Schools

- (Not started) -Revision process to unit plan template: DILs Goal: A living document that actually represents/supports teaching & learning; OR a rubric for an effective unit plan

Tags:

- (Not started) -Investigate/create rubrics for 4Cs, 21st Century Skills: STEM Leadership Team Create LVHS STEM identity marketing campaign: STEM PM

Tags:

- (Not started) Professional learning on PBL: PBL LLs Unit planning for one PBL-based unit

Tags:ECCE: Early College STEM Schools

- (Not started) Finalize unit plan rubric/guidelines that align to REACH/CRT/RA (Grade/department- level outcomes)

Tags:

- (Not started) Develop assessments for STEM Skills rubrics: STEM Leadership Team -Continue implementation of STEM identity marketing campaign: STEM PM, STEM Leadership Team

Tags:ECCE: Early College STEM Schools

- (Not started) PBL unit 1 implementation: PBL LLs

Tags:ECCE: Early College STEM Schools

- (Not started) Identify the skills/competencies in courses that come from the scope & sequence

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) School-wide document that shows scope & sequence with pathways fleshed out -- This should be about skills/competencies that build over time <p>Tags:</p> <ul style="list-style-type: none"> (Not started) PBL unit planning (unit 2) and implement <p>Tags: ECCE: Early College STEM Schools</p> <ul style="list-style-type: none"> (Not started) PBL unit implementation (Unit 1 with revisions) <p>Tags: ECCE: Early College STEM Schools</p> <ul style="list-style-type: none"> (Not started) STEM Skills embedded in all unit plans <p>Tags:</p>
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Strategy 4

If we do...	Develop robust student voice committee Empower student groups to plan/lead assemblies & events Develop CR teacher practices Continue RA as a way to understand identity Support teachers? experiences of disequilibrium
Then we see...	Then Teachers will Develop and grow the Student Voice Committee into a high functioning, representative group. Provide opportunity for students to develop leadership/planning skills. Build trusting relationships with students Merge identity lessons into all content area Create more culturally responsive content lessons and provide an environment where it's safe to talk about/explore these identities. Participate in professional learning and coaching that helps teachers pause to talk about their beliefs regarding their students and possibly skewed views. And Students will Take on more responsibility for engaging SV among their peers Connect with the Lake View High School culture more positively. Take on expanded leadership roles in planning school wide activities Engage work at higher level DoK Feel more empowered and find value within the content area. Feel more invested in the school community and possibly take on youth leadership roles.
which leads to...	35.2 % of students achieving college-ready status on SAT (+17 students in typical class) 26.0 % of African-American students achieving CRS on SAT (+4 students in typical class) 55.7 % of students achieving ECCC (+24 students in typical class) 44.1 % of African-American students achieving ECCC (+7 students in typical class) 88.1% of Freshmen on Track; 85.9% of African American FOT
Budget Description	Support (PL & time) for student voice leader Including student voice in all teams
Tags	Student Voice, Engagement, and Civic Life

Action steps

- (Not started) StuCo (Student Voice) has hosted the first meeting and CIWP's impact is explained with relevant action steps assigned. Plan Homecoming events under the guidance and supervision of faculty/staff stakeholders

Tags:SSCE: Student Leadership

- (Not started) Protocol for planning/leading all-school events has been finalized; StuCo (Student Voice) has been trained in the protocol; ready to take the lead with planning and facilitating events and assemblies with minimal oversight from sponsors; partnering with Student Voice Committee to ensure student voice in events

Tags:SSCE: Student Leadership

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- (Not started) Share data about teacher beliefs about their students. Teachers take part in PD about confirmation bias. Teachers will take part in differentiated PD on confirmation bias.

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Tags:

- (Not started) Teachers will understand the diverse identities of Lake View students and be able to embrace student voices within their classrooms to create more nurturing class communities.

Tags:

- (Not started) Survey teachers' comfort level with integrating RA framework into their curriculum and into their everyday teaching practices.

Tags:

- (Not started) Provide teachers with PD/resources that assist them in creating a positive identity-safe classroom at the beginning of the school year.

Tags:

- (Not started) In conjunction with student input and teacher implementation of the RA framework, teachers and students create positive classroom relationships and a caring classroom environment.

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Action Plan

Strategy 1

Create and deliver a BOY PL where the rationale behind MTSS is clear--teacher planning and instruction is easier if you know how plan in engaging, rigorous, and culturally relevant ways (Tier 1), less time needed for differentiation if Tier 1 done well, meaning less students get more to keep them on track

Aug 31, 2020 to Aug 31, 2020 - Sovell as lead admin, other admins, GLT leads

Find out what MTSS interventions students want/need by grade level, and do cyclical professional learning to ensure teachers are know what they are, how to do, and how to progress monitor and do with fidelity

May 11, 2020 to Nov 06, 2020 - Sovell as lead admin, other admins, GLT leads

Discuss what is working and not for each grade level team for MTSS. Then, create and train staff on a whole-school MTSS system (with possible tweaks at each grade level)

May 18, 2020 to Sep 03, 2020 - Sovell as lead admin, other admins, GLT leads

Survey students end of year to hear if they felt represented/reflected, what their favorite classes and units were and why, if they felt culturally respected in classes and if so/not which ones, if they felt holistically respected for their various identities, etc.

Jun 08, 2020 to Jun 19, 2020 - Sovell as lead admin, other admins, GLT leads

Share student survey results with staff, plan on how to use them--staff PL, advisory lessons, etc. Have students lead, teach up teachers

Jun 22, 2020 to Sep 04, 2020 - Sovell as lead admin, other admins, GLT leads

Create a plan to teach staff about culturally responsive teaching (Z. Hammond!) (maybe do a trial run with Sophomore Team this year if that seems helpful to teachers)

May 07, 2020 to Aug 31, 2020 - Sovell as lead admin, other admins, GLT leads

Create and deliver SEL lessons around code switching (you can't do this at school/work, you can make those decisions at home/with friends). Do with Peer Council or some other student group

Jul 20, 2020 to Aug 17, 2020 - Sovell as lead admin, other admins, GLT leads

Do cyclical PL on relationship-building and it's importance, why students might be defiant/disengaged and how to still show up for them, lessons they can do with students to help them build empathy and show up more academically and socially/emotionally in the school community

Nov 06, 2020 to Apr 09, 2021 - Sovell as lead admin, other admins, GLT leads

Cyclical PL for deans, security, clinicians on teaching and following up on replacement behaviors

Aug 31, 2020 to Feb 05, 2021 - Sovell as lead admin, other admins, GLT leads

Advisory or other ways of teaching growth mindset, deficit thinking, and the importance of skills for post-sec life to students so they strive for more than the minimum (maybe start as a 9th grade thing and start to build out by grade level?)

Jul 06, 2020 to Jun 18, 2021 - Sovell as lead admin, other admins, GLT leads

Create a survey to ask parents the best way to engage them, and create a cyclical plan to do so throughout the year (Orientations to share resources, videos that get sent to families, Robocalls alongside emails every 2 weeks/month--all these include MTSS interventions and how to request them)

Aug 03, 2020 to Jun 18, 2021 - Sovell as lead admin, other admins, GLT leads

Strategy 2

-Create CRT cohort

May 24, 2020 to Aug 01, 2020 - Admins + CR Teachers

-Identify WILs to lead differentiation work

May 24, 2020 to Jul 31, 2020 - WILs

-Identify WILs sub-leads to manage RA stream

May 24, 2020 to Jul 24, 2020 - WILs

-Create SY21 rigor data collection strategy

May 24, 2020 to Jul 24, 2020 - WILs

-Identify PL needs for creating rigorous tasks based on Spring 2020

May 24, 2020 to Jul 31, 2020 - WILs

-Create safe practice & feedback system for teachers

Aug 01, 2020 to Sep 30, 2020 - WILs

Create yearlong PL calendar including RA, rigorous tasks, CRT, and differentiated planning.

Jul 01, 2020 to Aug 31, 2020 - WILs + Admins

-Include new Ts in rigor/DoK work

Aug 09, 2020 to Aug 31, 2020 - Admin or New Teacher Leader

Create and lead BOY learning on differentiation strategies, CRT, and RPA

Aug 02, 2020 to Aug 31, 2020 - WILs

Follow rigor data collection protocol

Sep 08, 2020 to Jun 25, 2021 - WILs

Cohort practices new CRT methods

Sep 08, 2020 to Nov 06, 2020 - CRT Team

Analyze Q1 rigor data

Oct 12, 2020 to Oct 30, 2020 - WILs

Learn and practice classroom collaboration structures

Sep 08, 2020 to Nov 06, 2020 - WILs

Assess quality of RPA, identify next RA phase

Nov 30, 2020 to Jan 08, 2021 - WILs

Design and give MOY PL based on classroom data around CRT, RA, and Rigor

Nov 30, 2020 to Jan 15, 2021 - WILs

All WILs begin practicing collaborative structures

Jan 11, 2021 to Mar 26, 2021 - WILs

Share CRT strategies with other staff.

Mar 26, 2020 to Apr 17, 2020 - CRT Cohort

Continue collecting classroom data around rigor, CRT, RA

Mar 02, 2020 to May 01, 2020 - WILs

Strategy 3

-Create a guiding document/template for Scope & Sequence expectations (June/July) - Department/Course Team summer planning; scope and sequence (August) -Identify summer learning to set the context for UbD -BOY PD: Understanding by Design/Backward mapping (Identify who will lead)

Jun 22, 2020 to Aug 28, 2020 - DILs

STEM Culture & Climate: STEM Standards deep dive; (provided by STEM T&L)

Aug 31, 2020 to Jan 29, 2021 - STEM Leadership Team

-Identify PBL Lead Learner Cohort

Jun 01, 2020 to Jun 19, 2020 - STEM AP

-Revision process to unit plan template: DILs Goal: A living document that actually represents/supports teaching & learning; OR a rubric for an effective unit plan

Jun 22, 2020 to Sep 04, 2020 - DILs

-Investigate/create rubrics for 4Cs, 21st Century Skills: STEM Leadership Team Create LVHS STEM identity marketing campaign: STEM PM

Sep 07, 2020 to Jan 29, 2021 - STEM Leadership Team

Professional learning on PBL: PBL LLs Unit planning for one PBL-based unit

Feb 01, 2021 to Jun 18, 2021 - PBL Lead Learners STEM AP

Finalize unit plan rubric/guidelines that align to REACH/CRT/RA (Grade/department- level outcomes)

Feb 01, 2021 to Jun 18, 2021 - DILs

Develop assessments for STEM Skills rubrics: STEM Leadership Team -Continue implementation of STEM identity marketing campaign: STEM PM, STEM Leadership Team

Feb 01, 2021 to Jun 18, 2021 - STEM Leadership Team

PBL unit 1 implementation: PBL LLs

Mar 01, 2021 to Jun 18, 2021 - PBL Lead Learners

Identify the skills/competencies in courses that come from the scope & sequence

Jun 21, 2021 to Aug 27, 2021 - DILs

School-wide document that shows scope & sequence with pathways fleshed out -- This should be about skills/competencies that build over time

Feb 01, 2021 to Jun 18, 2021 - DILs

PBL unit planning (unit 2) and implement

Sep 07, 2020 to Jan 29, 2021 - PBL Lead Learners

PBL unit implementation (Unit 1 with revisions)

Feb 01, 2021 to Jun 18, 2021 - PBL Lead Learners

STEM Skills embedded in all unit plans

Sep 07, 2020 to Jan 29, 2021 - All teachers

Strategy 4

StuCo (Student Voice) has hosted the first meeting and CIWP's impact is explained with relevant action steps assigned. Plan Homecoming events under the guidance and supervision of faculty/staff stakeholders

Jul 01, 2020 to Sep 30, 2020 -

Protocol for planning/leading all-school events has been finalized; StuCo (Student Voice) has been trained in the protocol; ready to take the lead with planning and facilitating events and assemblies with minimal oversight from sponsors; partnering with Student Voice Committee to ensure student voice in events

Oct 01, 2020 to Jan 31, 2021 -

Student Council (Student Voice) will be fully trained and prepared to autonomously plan and lead all-school events/assemblies. Prepared to train and support other LVHS clubs in planning/leading events. System in place to ensure and continue student autonomy in planning and facilitating events next school year.

Feb 01, 2021 to Jun 25, 2021 -

Student Voice will have an official teacher sponsor with a plan for recruitment. Teacher leader will also have a remote learning recruitment plan.

Aug 01, 2020 to Sep 30, 2020 -

Student Voice will have collected various feedback from multiple stakeholders on a problem/concern of practice they would like to fix at Lake View and present it to the admin team. Student Voice will share a protocol with staff to enable students to share their concerns with the committee and utilize them as a resource.

Oct 01, 2020 to Jan 31, 2021 -

Student Voice will become a representative body in DILs, Culture, Climate and ILT decisions.

Feb 01, 2021 to Jun 18, 2021 -

Small number (?) of teachers have received training for CRT practices Have an established Equity Team

Jul 01, 2020 to Sep 30, 2020 -

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Oct 01, 2020 to Jan 31, 2021 -

Through professional learning experiences grounded in the work of Zaretta Hammond and the LVHS Equity Team, all teachers received training on CRT practices (Considering adding measurable goal of asking all teachers to incorporate one new culturally responsive teacher practice)

Feb 01, 2021 to Jun 20, 2021 -

Admin/CRT team gives teachers reflective surveys about how they see students identities and roles at LV. Perhaps a survey given to students as well about how they see their own identity as people and LV students.

Jun 01, 2020 to Jul 30, 2020 -

Share data about teacher beliefs about their students. Teachers take part in PD about confirmation bias. Teachers will take part in differentiated PD on confirmation bias.

Jul 01, 2020 to Sep 30, 2020 -

Teachers will be able to shift their skewed views of their students and shift their thinking in order to have a more accurate view of their students' identities.

Oct 01, 2020 to Jan 31, 2021 -

Teachers will understand the diverse identities of Lake View students and be able to embrace student voices within their classrooms to create more nurturing class communities.

Feb 01, 2021 to Jun 20, 2021 -

Survey teachers' comfort level with integrating RA framework into their curriculum and into their everyday teaching practices.

Jun 01, 2020 to Jun 30, 2020 -

Provide teachers with PD/resources that assist them in creating a positive identity-safe classroom at the beginning of the school year.

Jul 01, 2020 to Sep 30, 2020 -

In conjunction with student input and teacher implementation of the RA framework, teachers and students create positive classroom relationships and a caring classroom environment.

Oct 01, 2020 to Jan 31, 2021 -

In conjunction with student input and teacher implementation of the RA framework, student-centered teaching and embracing diversity as a resource will be at the forefront of curricular decision-making and setting/maintaining high expectations for all students.

Feb 01, 2021 to Jun 30, 2021 -

Equity Team has set the professional learning goals and year long agenda for Culturally Responsive Teaching practices within the classroom.

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Through professional learning experiences grounded in the work of Zaretta Hammond and the LVHS Equity Team, all teachers received training on CRT practices (Considering adding measurable goal of asking all teachers to incorporate one new culturally responsive teacher practice)

Feb 01, 2021 to Jun 30, 2021 -

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Our CIWP team utilized SAT, PSAT, and internal learning data (e.g. DoK levels) to identify areas of strength and growth. Our instructional leaders use classroom teaching data and achievement data to identify areas of instructional growth. Additionally, we have engaged in multiple sets of empathy interviews with students to surface trends and patterns in their experiences. Finally, we regularly review attendance and discipline data across different student groups to see where we need more supports.

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

EOS work to increase enrollment of underrepresented groups in AP courses; schoolwide work on AP and SAT.

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.

SFA strategy allows for assessment and differentiation; Reading Apprenticeship to address students' identities as readers and problem solvers while teaching metacognitive strategies to address complex tasks.

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).

Increased counseling capacity with six counselors, 1.4 social workers, 1 school psychologist, two deans and one dean assistant with a background in social work. Lunchtime non-optional tutoring for 9th graders who are missing assignments ("The Lab") improves frosh on track.

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

We recruit from a variety of local universities and through professional networks. We engage all teachers in schoolwide, departmental, and individualized professional learning centered around teacher- and teacher-leader-identified problems of practice. We nominate and support current teachers in winning local and statewide awards, which increases the desirability of LVHS as a learning environment for 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.

LVHS leads city high schools in the use of Japanese Lesson Study, a teacher-led and teacher-centered professional development strategy that emphasizes collaborative learning and problem solving. Teachers regularly engage in collegial inquiry using structured protocols to support an investigation into teaching practices.

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

We are continuing to develop our efforts in this area.

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.

We engage staff in all professional learning decisions.

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.

After-school and lunchtime tutoring; supplemental tutoring hours for students in AP courses.

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.

Comprehensive student supports team meets weekly to coordinate different resources for students.

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.

Admin will engage with current PAC officers and LSC parents to identify areas of need Admin

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

Title I Annual Meeting and Title I PAC Organizational meeting will be held on October 28, 2020. Meetings are typically held on the third Thursday of the month, prior to LSC meetings, with educational sessions (e.g. on health, on college planning, etc.) held at other times as requested by parents.

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.

Whole-school instructional initiatives are addressed by the Wildcat Instructional Leaders, a teacher-leader team representing all departments. Requests for specific programming for parents or students are immediately referred to the administrator overseeing those areas (for example, AP Sovell for issues requiring support of our clinical partners).

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.

Performance reports will provided on paper to all students to bring home to their parents, and parents will be alerted to the existence and arrival of such reports.

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.

Notes will be sent home with students in such classes.

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.

We will hold orientations at the beginning of the year and followup sessions at every report card pickup date. Additionally we hold evening and morning sessions for parents throughout the year on such topics as FAFSA, college applications, the postsecondary decision process, etc.

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.

We will hold orientations at the beginning of the year and followup sessions at every report card pickup date. Additionally we hold evening and morning sessions for parents throughout the year on such topics as FAFSA, college applications, the postsecondary decision process, etc.

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 BOY and ongoing professional learning; in conversations with professional learning teams and with departments; and in setting and maintaining clear expectations for regular teacher-parent engagement.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

n/a

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

All parent-family communications are created in both English and Spanish, and sent via Email and REMIND, a text-based system to which all students and families are automatically subscribed.

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)

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.)

Lake View High school fosters honor, ownership, mastery, and education through learning opportunities for all students in preparation for college, career, and community commitment.

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.

Fall and Spring parent-teacher conferences are held per the CPS calendar. Teachers frequently communicate with parents by phone, email, and REMIND text messages.

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

Grades are updated regularly in ASPEN, with a minimum of two grades per student per week per class. Additionally, various teams engage in "call blitzes" to engage parents of struggling students.

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

Staff communicate with parents by phone, email, and REMIND text messages, and are available for in-person meetings before school, after school, and during prep periods as needed.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents may volunteer through the main office.

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

Parents will monitor attendance and homework completion. Parents are requested to come to school whenever attendance or discipline issues threaten to impede a student's progress.

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

Parents frequently meet with deans, counselors, teachers, and the principal.

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 will follow our HOME values by owning their attendance and behavior, coming to class with a positive attitude, and seeking supports if that is not possible.

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.

Goals: increase AP participation to over 50% of 11th and 12th grade students, and increase college enrollment to over 80% of 12th grade students.

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.	\$2000.00
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.	\$1000.00

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)	\$2495.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$500.00
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 be used only by parents.	\$0.00