# Lincoln Park High School 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|---|---|---|---|
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| Tom Golebiewski | Director of Climate and Culture | tjgolebiewski@cps.edu | No Access |
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## Team Meetings

No meetings saved for this plan.

## Framework

**Category scoring**

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

**Subcategory scoring**

- *1* Practice is not consistently evident for ANY students and/or staff.

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - 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**:
- 3 - 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
    - 3 Design professional learning (PL) to achieve school-wide improvement goals
    - 3 Design and implement school day schedules that are responsive to student needs
    - 3 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**:

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
    - 3 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)

- o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 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)

- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

# Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture

- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **3** |
| 2 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **0** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | **0** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **0** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **0** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **2** |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | **1** |
| 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.

| Area of Critical Need 1 | Reduce performance gaps (grades, failure rates, PSAT/SAT) between African American students and their non-African American peers |
|---|---|

| Root Cause 1 | Lack of culturally responsive teaching practices, strategies and school-wide structures that support students of color in developing independent learning skills |
|---|---|
| Area of Critical Need 2 | Increase postsecondary pathways (i.e. college, military, employment, job training, apprenticeship, or gap year) and retention within those pathways, for all students across ethnicity and SES |
| Root Cause 2 | Lack of scheduled time within the school day for consistent engagement in postsecondary pathway planning with all students, particularly our least-reached group of students, and by all staff members |
| Area of Critical Need 3 | Improve SEL, school climate, student belonging and engagement, and attendance school-wide |
| Root Cause 3 | Inconsistent development and use of IB ATL skills, restorative practices and Tier 1 supports for all students, as well as Tier 2 and Tier 3 supports for students who demonstrate need |

# Vision metrics

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| SQRP: SAT Cohort Growth Percentile

Expect focus on CRT practices and structures to increase growth | African American | | 60.00 | 62.00 |
| | | | | |
| SQRP: PSAT 9 Annual Growth Percentile

Expect focus on CRT practices and structures to increase growth | African American | | 60.00 | 62.00 |
| | | | | |
| Vision: Early College & Career Credential

Expect focus on SEL and school climate to increase number of students taking IB and AP courses | Overall | | 70.00 | 72.00 |
| | | | | |
| SQRP: College Persistence Rate | Overall | | 90.00 | 92.00 |
| | | | | |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| Expect focus on post-secondary pathways to improve rate | | | | |
| Vision: 4 Year Graduation Rate | Overall | | 85.00 | 88.00 |
| Expect focus on post-secondary pathways to improve rate | | | | |

## 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 (33% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| Percent of Students with 3.0+ Expect focus on CRT practices and structures to increase growth | | | | | |
| Percent of Student Subgroups across School Programs Expect focus on CRT practices and structures to increase growth for African American students across school programs (IBDP, IBCP, HH) | | | | | |

# Strategies

## Strategy 1

| If we do... | use cycles of professional learning to implement culturally responsive teaching practices and strategies, as well as examine our school-wide structures to improve support for our least-reached students, |
|---|---|
| Then we see... | instruction across all classrooms aligned to the Ready for Rigor Framework, as well as school-wide structures and supports that are culturally responsive to all students |
| which leads to... | improved grades and independent learning skills of African American students, a reduction in the performance gaps between African American students and their non-African American peers and an increase in African American students across school programs. |
| Budget Description | Teacher meeting time for professional learning on CRT; Structural changes needed to support least-reached (i.e. advisory time, smaller class sizes) |
| Tags | Structure for Continuous Improvement |
| Action steps | • (Not started) Align the work of all LPHS school teams to the CIWP priority areas; publish an infographic that includes a description of each school team and how its work is aligned to the CIWP. Structure planning and PD time to support school teams in working toward CIWP goals. Establish structures for school teams to share work and make connections across teams and CIWP priority areas. ?Planning time includes: Principal- and Non principal-directed planning pds; Outside of school-day planning time ?PD time includes: Opening, Quarterly, and EOY PD days ?School teams include: Behavioral Health Team (BHT), Culture and Climate/Restorative Practices Team (CC/RPT), Instructional Leadership Team (ILT), Postsecondary Leadership Team (PLT), Curriculum Teams, Department Teams, Grade-level Teams, Study Groups, Vertical Teams<br><br>Tags:Structure for Continuous Improvement<br><br>• (Not started) (Re-) Organize the school schedule to maximize the time needed to support students, particularly our least-reached students of color, in developing independent learning skills. Integrate advisory lessons to support building the independent learning skills of all students.<br><br>Tags:Structure for Continuous Improvement, Equity: Targeted Universalism<br><br>• (Not started) Provide students with opportunities for greater engagement in the school community and greater voice in school-wide decision-making. Create opportunities within and outside of classrooms for students to work together to propose and advocate for solutions that impact their learning and the school environment, with an emphasis on maintaining well-being, building independence, and planning for future pathways<br><br>Tags:Student Voice, Engagement, and Civic Life<br><br>• (Not started) Collect and review data to identify the needs of students, with special attention to quantitative and qualitative data from individual students, groups of students, and the student body as a whole. Use input from students and student groups, i.e. LSC Student Representative, Student Voice Committee, Class Officers, as well as school-wide and student data to inform, reflect on and revise |

| | |
|---|---|
| | policies, practices and structures that prevent the broadest possible range of students, specifically our least-reached group of students of color, from accessing our IB programmes. ?Policies include: IB inclusion, language, assessment and academic integrity policies ?Practices include: Culturally responsive teaching practices aligned to Ready for Rigor Framework ?Structures include: School schedule, H/HH/IB Tracks, Class sizes, Academic Supports (i.e. Freshman Learning Lounge)<br><br>Tags:Structure for Continuous Improvement<br><br>• (Not started) Engage in professional learning to implement, monitor and evaluate culturally responsive and inquiry-based strategies to develop the independent learning skills of our least-reached group of students of color. Conduct school-wide learning walks to measure progress.<br><br>Tags:Structure for Continuous Improvement, Equity: Targeted Universalism |

## Strategy 2

| | |
|---|---|
| If we do... | develop a culture among all students, particularly our least-reached group, that promotes post-secondary success in college, military, employment, job training, apprenticeship or gap year programs |
| Then we see... | school-wide support in preparing all students for post-secondary options, |
| which leads to... | increased graduation rate, and post-secondary program enrollment and persistence rates for all students across ethnicity and SES. |
| Budget Description | Time in schedule for all staff to work on/reinforce post-secondary pathway plans (i.e. advisory time, grade-level seminars) |
| Tags | Transitions, College & Career Access, & Persistence |
| Action steps | • (Not started) Align the work of all LPHS school teams to the CIWP priority areas; publish an infographic that includes a description of each school team and how its work is aligned to the CIWP. Structure planning and PD time to support school teams in working toward CIWP goals. Establish structures for school teams to share work and make connections across teams and CIWP priority areas.<br><br>Tags:Transitions, College & Career Access, & Persistence<br><br>• (Not started) (Re-) Organize the school schedule to maximize the time needed to support our students, particularly our least-reached students of color, in the development of postsecondary pathway plans. Integrate advisory lessons to support building postsecondary pathway plans for all students.<br><br>Tags:Transitions, College & Career Access, & Persistence |

| | |
|---|---|
| | • (Not started) Provide students with opportunities for greater engagement in the school community and greater voice in school-wide decision-making. Create opportunities within and outside of classrooms for students to work together to propose and advocate for solutions that impact their learning and the school environment, with an emphasis on maintaining well-being, building independence, and planning for future pathways<br><br>Tags:Student Voice, Engagement, and Civic Life<br><br>• (Not started) Engage in outreach and increased partnerships with feeder schools and develop processes to introduce incoming students to the IB learner profile and ATL skills through Freshman Connection.<br><br>Tags:Transitions, College & Career Access, & Persistence<br><br>• (Not started) Conduct Freshman and Sophomore grade-level team meetings to monitor student grades, on-track percentages/goals, development of IB ATL skills and implementation of MTSS interventions. Engage individual students, groups of students, and each grade-level as a whole in discussions about learning needs, interests and engagement to inform the work of grade-level teams<br><br>Tags:MTSS, Transitions, College & Career Access, & Persistence<br><br>• (Not started) Develop individual postsecondary plans with each student, with careful attention to plan development for our least-reached group of students of color. Provide students with opportunities to explore identities and beliefs to inform postsecondary plans.<br><br>Tags:Transitions, College & Career Access, & Persistence<br><br>• (Not started) Provide advice, guidance and support to help students succeed in IB programmes and plan postsecondary pathways for the next stage of their educational and/or career-related experiences including: Opportunities to pursue personal inquiries, actions, and develop personal learning goals; Grade-level guidance lessons and individual support sessions<br><br>Tags:Transitions, College & Career Access, & Persistence |

## Strategy 3

| | |
|---|---|
| If we do... | provide tiered support and explicit instruction to develop students' social emotional learning skills, |
| Then we see... | consistent, school-wide understanding of community standards and responses to student needs, |
| which leads to... | improved SEL school climate, student belonging and engagement and increased rates of attendance, FOT and student enrollment in AP and IB courses. |

| | |
|---|---|
| Budget Description | Professional Time to support staff understanding and school-wide implementation of IB ATL skills, restorative practices and Tier 1 supports |
| Tags | MTSS: Curriculum & Instruction, MTSS: Shared Leadership |
| Action steps | • (Not started) Align the work of all LPHS school teams to the CIWP priority areas; publish an infographic that includes a description of each school team and how its work is aligned to the CIWP. Structure planning and PD time to support school teams in working toward CIWP goals. Establish structures for school teams to share their work and make connections across teams and CIWP priority areas.<br><br>Tags:Structure for Continuous Improvement, MGIB: IB<br><br>• (Not started) (Re-) Organize the school schedule to maximize the time needed to support students, particularly our least-reached students of color, in the development of IB ATL skills and social-emotional learning skills. Integrate advisory lessons to support building the IB ATL skills and social-emotional learning skills of all students.<br><br>Tags:Structure for Continuous Improvement, MGIB: IB, MTSS: Curriculum & Instruction<br><br>• (Not started) Provide students with opportunities for greater engagement in the school community and greater voice in school-wide decision-making. Create opportunities within and outside of classrooms for students to work together to propose and advocate for solutions that impact their learning and the school environment, with an emphasis on maintaining well-being, building independence, and planning for future pathways<br><br>Tags:Student Voice, Engagement, and Civic Life<br><br>• (Not started) Foster the social, emotional and physical well-being of students by embedding ATL skills across content areas/disciplines through further development and implementation of ATL skill-building, particularly in 9th and 10th grade courses. Gather and use input from individual students, groups of students and the student body as a whole to inform ATL skill development across grade levels.<br><br>Tags:MGIB: IB, MTSS: Curriculum & Instruction<br><br>• (Not started) Use collaborative planning time and other resources to work on implementation of IB ATL skills, restorative practices and Tier 1 supports.<br><br>Tags:Structure for Continuous Improvement, MGIB: IB, MTSS: Curriculum & Instruction<br><br>• (Not started) Increase IB course offerings and support within the courses to the broadest possible range of students, i.e. IB SL English course for all non-DP/CP/AP students in grades 11-12 |

| | Tags:Structure for Continuous Improvement, Equity: Targeted Universalism, MGIB: IB<br><br>• (Not started) Develop a Culture and Climate/Restorative Practices team as part of the pedagogical leadership team that supports students? social, emotional and physical well-being through: Maintaining systems and practices for Tier 1, SEL and behavior supports for the entire school community; Monitoring school-wide data; Ensuring students receive equitable access to supports<br><br>Tags:MTSS<br><br>• (Not started) Engage students in discussions about Culture and Climate/Restorative Justice to inform systems and practices for school-wide supports<br><br>Tags:Student Voice, Engagement, and Civic Life |
|---|---|

# Action Plan

## Strategy 1

Align the work of all LPHS school teams to the CIWP priority areas; publish an infographic that includes a description of each school team and how its work is aligned to the CIWP. Structure planning and PD time to support school teams in working toward CIWP goals. Establish structures for school teams to share work and make connections across teams and CIWP priority areas. ?Planning time includes: Principal- and Non principal-directed planning pds; Outside of school-day planning time ?PD time includes: Opening, Quarterly, and EOY PD days ?School teams include: Behavioral Health Team (BHT), Culture and Climate/Restorative Practices Team (CC/RPT), Instructional Leadership Team (ILT), Postsecondary Leadership Team (PLT), Curriculum Teams, Department Teams, Grade-level Teams, Study Groups, Vertical Teams

Apr 16, 2020 to Jun 17, 2022 - CIWP Team, All School Teams

(Re-) Organize the school schedule to maximize the time needed to support students, particularly our least-reached students of color, in developing independent learning skills. Integrate advisory lessons to support building the independent learning skills of all students.

Apr 16, 2020 to Jun 17, 2022 - Leadership Team, All Teachers/Staff

Collect and review data to identify the needs of students, with special attention to quantitative and qualitative data from individual students, groups of students, and the student body as a whole. Use input from students and student groups, i.e. LSC Student Representative, Student Voice Committee, Class Officers, as well as school-wide and student data to inform, reflect on and revise policies, practices and structures that prevent the broadest possible range of students, specifically our least-reached group of students of color, from accessing our IB programmes. ?Policies include: IB inclusion, language, assessment and academic integrity policies ?Practices include: Culturally responsive teaching practices aligned to Ready for Rigor Framework ?Structures include: School schedule, H/HH/IB Tracks, Class sizes, Academic Supports (i.e. Freshman Learning Lounge)

Apr 16, 2020 to Jun 17, 2022 - All School Teams

Engage in professional learning to implement, monitor and evaluate culturally responsive and inquiry-based strategies to develop the independent learning skills of our least-reached group of students of color. Conduct school-wide learning walks to measure progress.

- ILT, Study Groups

Provide students with opportunities for greater engagement in the school community and greater voice in school-wide decision-making. Create opportunities within and outside of classrooms for students to work together to propose and advocate for solutions that impact their learning and the school environment, with an emphasis on maintaining well-being, building independence, and planning for future pathways

- Student Voice Committee and other Student Groups; LSC Student Rep; Class/Grade Level Reps

## Strategy 2

Align the work of all LPHS school teams to the CIWP priority areas; publish an infographic that includes a description of each school team and how its work is aligned to the CIWP. Structure planning and PD time to support school teams in working toward CIWP goals. Establish structures for school teams to share work and make connections across teams and CIWP priority areas.

Apr 16, 2020 to Jun 17, 2022 - CIWP Team, All School Teams

(Re-) Organize the school schedule to maximize the time needed to support our students, particularly our least-reached students of color, in the development of postsecondary pathway plans. Integrate advisory lessons to support building postsecondary pathway plans for all students.

Apr 16, 2020 to Jun 17, 2022 - Leadership Teams, Postsecondary Leardership Team (PLT)

Engage in outreach and increased partnerships with feeder schools and develop processes to introduce incoming students to the IB learner profile and ATL skills through Freshman Connection.

Apr 16, 2020 to Jun 17, 2022 - Counselors, Post-secondary Coach, PLT, Freshman (Connection) Teachers/Team

Conduct Freshman and Sophomore grade-level team meetings to monitor student grades, on-track percentages/goals, development of IB ATL skills and implementation of MTSS interventions. Engage individual students, groups of students, and each grade-level as a whole in discussions about learning needs, interests and engagement to inform the work of grade-level teams

Apr 16, 2020 to Jun 17, 2022 - Counselors, Post-secondary Coach, Freshman Teachers/Team, Sophomore Teachers/Team

Develop individual postsecondary plans with each student, with careful attention to plan development for our least-reached group of students of color. Provide students with opportunities to explore identities and beliefs to inform postsecondary plans.

Apr 16, 2020 to Jun 17, 2022 - Counselors, Post-secondary Coach, Teachers

Provide advice, guidance and support to help students succeed in IB programmes and plan postsecondary pathways for the next stage of their educational and/or career-related experiences including: Opportunities to pursue personal inquiries, actions, and develop personal learning goals; Grade-level guidance lessons and individual support sessions

Apr 16, 2020 to Jun 17, 2022 - Counselors, Post-secondary Coach, Teachers

Provide students with opportunities for greater engagement in the school community and greater voice in school-wide decision-making. Create opportunities within and outside of classrooms for students to work together to propose and advocate for solutions that impact their learning and the school environment, with an emphasis on maintaining well-being, building independence, and planning for future pathways

- Student Voice Committee and other Student Groups; LSC Student Rep; Class/Grade Level Reps

## Strategy 3

Align the work of all LPHS school teams to the CIWP priority areas; publish an infographic that includes a description of each school team and how its work is aligned to the CIWP. Structure planning and PD time to support school teams in working toward CIWP goals. Establish structures for school teams to share their work and make connections across teams and CIWP priority areas.

Apr 16, 2020 to Jun 17, 2022 - CIWP Team, All School Teams

(Re-) Organize the school schedule to maximize the time needed to support students, particularly our least-reached students of color, in the development of IB ATL skills and social-emotional learning skills. Integrate advisory lessons to support building the IB ATL skills and social-emotional learning skills of all students.

Apr 16, 2020 to Jun 17, 2022 - Leadership Team, IB Coordinators, Culture & Climate/Restorative Practices Team, Director of Climate and Culture

Foster the social, emotional and physical well-being of students by embedding ATL skills across content areas/disciplines through further development and implementation of ATL skill-building, particularly in 9th and 10th grade courses. Gather and use input from individual students, groups of students and the student body as a whole to inform ATL skill development across grade levels.

Apr 16, 2020 to Jun 17, 2022 - IB Coordinators, Culture & Climate/Restorative Practices Team, Director of Climate and Culture, Teachers (9th & 10th grade)

Use collaborative planning time and other resources to work on implementation of IB ATL skills, restorative practices and Tier 1 supports.

Apr 16, 2020 to Jun 17, 2022 - Leadership Team, IB Coordinators, Director of Culture and Climate, School Teams

Increase IB course offerings and support within the courses to the broadest possible range of students, i.e. IB SL English course for all non-DP/CP/AP students in grades 11-12

Sep 01, 2020 to Jun 17, 2022 - Leadership Team, IB Coordinators, Counselors, Teachers

Develop a Culture and Climate/Restorative Practices team as part of the pedagogical leadership team that supports students? social, emotional and physical well-being through: Maintaining systems and practices for Tier 1, SEL and behavior supports for the entire school community; Monitoring school-wide data; Ensuring students receive equitable access to supports

Apr 16, 2020 to Jun 17, 2022 - Director of Climate and Culture, Dean of Students, Leadership Teams

Provide students with opportunities for greater engagement in the school community and greater voice in school-wide decision-making. Create opportunities within and outside of classrooms for students to work together to propose and advocate for solutions that impact their learning and the school environment, with an emphasis on maintaining well-being, building independence, and planning for future pathways

- Student Voice Committee and other Student Groups; LSC Student Rep; Class/Grade Level Reps

Engage students in discussions about Culture and Climate/Restorative Justice to inform systems and practices for school-wide supports

- Student Voice Committee and other Student Groups; LSC Student Rep; Class/Grade Level Reps

# Fund Compliance

## ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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

## ESSA Schoolwide Program

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

(Blank)

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

(Blank)

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

(Blank)

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

(Blank)

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

(Blank)

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional**

> **assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
>
> (Blank)

> **Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**
>
> (Blank)

## ESSA Targeted Assistance Program

## Parent Involvement and Schoolwide Programs

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

# Parent and Family Plan

## Parent and Family Engagement Policy (Complete)

> **Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.**
>
> Through a variety of meetings involving parents including: LSC, Friends of Lincoln Park (FOLP), Band and Orchestra Parent (BOP)

> **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**

LPHS is not designated as Title I School; presentation of the plan for annual review will happen in September/October of 2020 at LSC meeting and/or FOLP meeting

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

The school will respond with regular, public acknowledgement of suggestions, and by putting the suggestions into action when possible.

**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.**

Through distribution to students and families following Fall PSAT/NMSQT and Spring P/SAT testing.

**Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.**

N/A-not Title I School

**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.**

Through communication with individual Teachers, IB Open House and DP, CP and MYP family meetings, FOLP meetings

**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.**

Counseling department will host regular events for students and parents/families (i.e. College Planning Night for Juniors, College Fair for Seniors); IB Open House/Grade-level meetings for students and families; FOLP meetings for parent training and support

**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.**

Through ongoing professional development and training during school-wide quarterly PD sessions, as well as opening and closing PD days.

**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.**

Communication will be shared regularly via email communication (English/Spanish), Blackboard dialer messages (English/Spanish), School website, School marquee

## Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

**Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)**

n/a

# School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

Lincoln Park is a college preparatory high school committed to excellence in all subjects and programs. Lincoln Park endeavors to involve students, faculty, staff, parents, and the community in a continuous process of academic improvement and cross curricular
integration in a safe environment. We are proud to develop knowledgeable, responsible, and engaged citizens of the community, the country, and the world.

**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.**

In-person or online parent-teacher will be held during Quarter 1 and Quarter 3 of SY 2020-2021.

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

Teachers will update Aspen (online gradebook) system on a weekly basis to report student progress to students and families. Report Card pick-up days will be scheduled during the Quarter 1 and Quarter 3 parent-teacher conference days.

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

Staff are available daily to parents and families through individual appointments, online communication (email, Google meets), and phone communication.

**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.**

FOLP leads parent volunteer and fundraising efforts for the school. Parents and families can volunteer and participate in classroom activities through individual arrangements with teachers.

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

Monitoring attendance and performance in classes, meeting with teachers/school staff members, oversee homework

**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 can consult with the school through a variety of ways including in-person, phone, and/or online communication; meetings with individual and groups of teachers/staff members; school meetings such as LSC and FOLP

**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).**

Attending classes daily-93% attendance or above; participation in class activities including classwork, activities, discussions, homework; Developing attributes of the IB learner profile (i.e. inquirers, knowledgeable, communicators) and IB ATL skills (thinking, social, communication, self-management, research).

## Parent Budget (Complete)

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**

N/A

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

**Account(s)**

**Description**

**Allocation**

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