

Stephen T Mather High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/07/2020	PPLC	Determine CIWP Team Members

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
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

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
- 2 Curriculum connects to real world, authentic application of learning
- 2 Curriculum is aligned to expectations of the standards
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** NEED Vertical alignment from 9-12 Focus on improving unit plans Review of resources as windows and mirrors Culturally Sustaining Curriculum/Pedagogy Task Rigor/Alignment to Standard/Authenticity
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 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
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** NEED Less traditional assessment methods - move towards meaningful performance tasks Define what success looks like Clarifying what intervention system kicks in when students earn D/F Department or School Wide Grading Agreements (retake, late assignments, absent/makeup work, assessment, etc)
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 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)
 - 2 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)
 - 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)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 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)
 - 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 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)
- **Evidence:** What is SAM?
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics

- 2 Become informed voters and participants in the electoral process
- 2 Engage in discussions about current and controversial issues
- 2 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
- 2 Experience a schoolwide civics culture
- **Evidence:** Students from priority sub groups and those who often get in trouble communicate that they do not feel heard, lack a sense of belonging and voice/agency Increases in enrollment have resulted in students coming from communities new to Mather (longer travel times, less of a shared experience, know fewer students coming in) Disparity in SAT and student achievement outcomes by sub group Low attendance in sporting events and after school activities 60 kids at the last dance
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 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)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
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	5
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
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	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	Curriculum
Root Cause 1	Lack of a defined scope and sequence within and across disciplines and grade levels
Area of Critical Need 2	Instruction
Root Cause 2	We have not created space and time to engage in quality conversations about race and equity nor to create tasks that address rigor, nor have we come to a common understanding of what a successful Mather student looks like.
Area of Critical Need 3	Balanced Assessment and Grading
Root Cause 3	We lack common expectations about assessment, grading, and use of data to improve student achievement.
Area of Critical Need 4	Parent Partnership
Root Cause 4	TBD
Area of Critical Need 5	Student Voice, Engagement, and Civic Life
Root Cause 5	Students lack a sense of agency, service learning is not embedded in the curriculum and communication between all stakeholders should reflect common values.

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	Overall		46.00	50.00
Overall Benchmark Attainment has remained flat over the past 3-5 years.	African American		27.00	33.00
SQRP: PSAT 9 Annual Growth Percentile	Students with IEPs		31.00	37.00
Both EL and DL students' PSAT Growth rates significantly lag behind the overall				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
rate and are one of the furthest from the school wide goal of 50%.				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)			4.00	5.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5essentials Student Survey: SCHOOL CONNECTEDNESS Student responses to SCHOOL CONNECTEDNESS will increase from NEUTRAL (43) to STRONG (60+)	40.00	43.00		50.00	75.00

Strategies

Strategy 1

If we do...	create space and time to engage in quality conversations about race and equity and to create tasks that address rigor, and develop a common understanding of what a successful Mather student looks like
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Then we see...	Teachers create expectations for rigorous tasks that give ALL students the tools and skills to achieve success.
which leads to...	An increase in the percent of ALL STUDENTS attaining grade-level benchmark to 50% and increase the percentage of African American students attaining grade-level benchmark to 33% by SY22.
Budget Description	PRIMARY ROOT CAUSE: We have not created space and time to engage in quality conversations about race and equity nor to create tasks that address rigor, nor have we come to a common understanding of what a successful Mather student looks like.
Tags	Instruction, Budget & Grants
Action steps	<ul style="list-style-type: none"> (Not started) Establish a common definition and commitment to what the successful Mather graduate looks like Tags:Instruction (Not started) Identify present success and priority gaps Tags:Instruction (Not started) Implement common expectations, rigorous tasks, early intervention and progress monitoring procedures that give ALL students the tools they need to be successful Tags:Instruction

Strategy 2

If we do...	Spend the time and money to create an aligned scope and sequence across content (horizontally) and grade levels (vertically)
Then we see...	Teachers create, revise, and/or reflect upon unit plans that are rigorous, inclusive, address gaps in student learning
which leads to...	An increase in the percent of ALL STUDENTS attaining grade-level benchmark to 50% and increase the percentage of African American students attaining grade-level benchmark to 33% by SY22.
Budget Description	PRIMARY ROOT CAUSE: MHS Departments & TCTs lack of a defined scope and sequence within and across disciplines and grade levels.
Tags	Curriculum, Budget & Grants
Action steps	<ul style="list-style-type: none"> (Not started) Establish a routine for teachers to receive non-evaluative feedback on Unit Plans for SY21

	<p>Tags:Curriculum</p> <ul style="list-style-type: none"> • (Not started) Establish a team of teachers committed to supporting the revision of the school-wide scope and sequence <p>Tags:Curriculum</p> <ul style="list-style-type: none"> • (Not started) Establish common outcomes for reviewing/revising scope and sequence <p>Tags:Curriculum</p> <ul style="list-style-type: none"> • (Not started) TCTs create an updated scope and sequence and adjust throughout the year <p>Tags:Curriculum</p>
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Strategy 3

If we do...	Establish common expectations about assessment, grading, and use of data to improve student achievement
Then we see...	Teachers more effectively and consistently communicate student progress aligned to proficiency on grade-level standards and develop plans to support students who have not yet reached proficiency
which leads to...	An increase in the percent of ALL STUDENTS attaining grade-level benchmark to 50% and increase the percentage of African American students attaining grade-level benchmark to 33% by SY22.
Budget Description	PRIMARY ROOT CAUSE: MHS lacks common expectations and consistent practices for assessment, grading, and use of data to improve student achievement.
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Identify a common purpose and best practices for implementing balanced assessments and effective grading practices <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) TCTs create common unit, quarterly, and end of course assessments <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) Establish a PLC to explore the effectiveness of interim assessments <p>Tags:Balanced Assessment and Grading</p>

	<ul style="list-style-type: none"> (Not started) Adjust scope and sequence based on common assessment results in SY21 <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) Expand the interim assessment PLC <p>Tags:Balanced Assessment and Grading</p>
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Strategy 4

If we do...	Establish guidelines for curriculum embedded service-learning projects and supportive structures, advance implementation of the school's core values and create structures that support student agency
Then we see...	Teachers will be able to implement meaningful service-learning projects in their classroom and create a culture that fosters student ownership and agency and reinforces the Mather Core Values
which leads to...	Result in Student responses to SCHOOL CONNECTEDNESS questions on the 5essential survey to increase from NEUTRAL (43) to STRONG (60+)
Budget Description	PRIMARY ROOT CAUSE: MHS Students lack a sense of agency, service-learning is not embedded in the curriculum, and communication between all stakeholders should reflect common values.
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> (Not started) Establish student leadership voice in the life of the school <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Teachers engage in professional development to deepen understanding and implementation of restorative practices <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Teachers engage in professional development that specifically addresses race and equity <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) TCT's identify 1 common service-learning component to include in 1 unit of study <p>Tags:Student Voice, Engagement, and Civic Life</p>

	<ul style="list-style-type: none"> (Not started) TCT's identify and implement no less than 2 common service-learning projects <p>Tags: Student Voice, Engagement, and Civic Life</p>
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Strategy 5

If we do...	Create a collaborative environment with the intent that involves staff, students, parents and community partners (PPLC, PAC, LSC, CIS, etc.)
Then we see...	The above stakeholder groups supporting an outstanding school that fosters creative problem solving, collaboration across stakeholders and respect for inclusive values
which leads to...	Increased participation in school improvement efforts such as, but not limited to, LSC meetings, PAC participation, and an increase in relational trust as measured by the 5Essentials Survey and school created qualitative surveys
Budget Description	
Tags	FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> (Not started) MHS and community organizations will engage as partners and create protocols to monitor the impact of partner activity on student social-emotional well-being <p>Tags: FACE2: Parent Engagement</p> <ul style="list-style-type: none"> (Not started) MHS will develop consistent protocols for school-to-parent and parent-to-school communications across all grade levels and programs (including Diverse Learner, EL etc). <p>Tags: FACE2: Parent Engagement</p> <ul style="list-style-type: none"> (Not started) MHS will create a communication action plan with smart goals that diversifies community engagement opportunities and increases community participation in school improvement efforts. <p>Tags: FACE2: Parent Engagement</p>

Action Plan

Strategy 1

Establish a common definition and commitment to what the successful Mather graduate looks like

Jul 01, 2020 to Sep 30, 2020 - PPLC

Identify present success and priority gaps

Sep 30, 2020 to Nov 06, 2020 - PPLC

Implement common expectations, rigorous tasks, early intervention and progress monitoring procedures that give ALL students the tools they need to be successful

Jul 01, 2021 to Sep 30, 2021 -

Strategy 2

Establish a routine for teachers to receive non-evaluative feedback on Unit Plans for SY21

Jul 01, 2020 to Nov 06, 2020 - PPLC

Establish a team of teachers committed to supporting the revision of the school-wide scope and sequence

Jul 01, 2020 to Aug 31, 2020 - PPLC

Establish common outcomes for reviewing/revising scope and sequence

Jul 01, 2020 to Aug 31, 2020 - PPLC

TCTs create an updated scope and sequence and adjust throughout the year

Aug 31, 2020 to Jun 30, 2021 -

Strategy 3

Identify a common purpose and best practices for implementing balanced assessments and effective grading practices

Jul 01, 2020 to Sep 04, 2020 - PPLC

TCTs create common unit, quarterly, and end of course assessments

Jul 01, 2020 to Jun 30, 2021 - PPLC

Establish a PLC to explore the effectiveness of interim assessments

Jul 01, 2020 to Nov 06, 2020 - PPLC

Adjust scope and sequence based on common assessment results in SY21

Jul 01, 2021 to Sep 30, 2021 - PPLC

Expand the interim assessment PLC

Jul 01, 2021 to Nov 05, 2021 - PPLC

Strategy 4

Establish student leadership voice in the life of the school

Sep 07, 2020 to Nov 06, 2020 - PPLC

Teachers engage in professional development to deepen understanding and implementation of restorative practices

Jul 01, 2020 to Jun 30, 2022 - PPLC

Teachers engage in professional development that specifically addresses race and equity

Jul 01, 2020 to Nov 06, 2020 - PPLC

TCT's identify 1 common service-learning component to include in 1 unit of study

Jul 01, 2020 to Feb 05, 2021 - PPLC

TCT's identify and implement no less than 2 common service-learning projects

Jul 01, 2021 to Jun 30, 2022 - PPLC

Strategy 5

MHS and community organizations will engage as partners and create protocols to monitor the impact of partner activity on student social-emotional well-being

Jul 01, 2020 to Nov 06, 2020 - PAC

MHS will develop consistent protocols for school-to-parent and parent-to-school communications across all grade levels and programs (including Diverse Learner, EL etc).

Jul 01, 2020 to Nov 06, 2020 - PAC

MHS will create a communication action plan with smart goals that diversifies community engagement opportunities and increases community participation in school improvement efforts.

Jul 01, 2020 to Nov 06, 2020 - PAC

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.

Data team and ILT has compiled and analyzed relevant achievement data (standardized tests, on interim assessments, common assessments, student grades) and results of a variety of stakeholder surveys (My Voice My School surveys, internal surveys and evaluations). The needs of students fell into 5 categories. Literacy, other core subjects(Mathematics, Science, and History), on track to graduate, post secondary and operations(school climate, daily activities).

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

Staff professional development and implementation of REACH teacher evaluation, the emphasis of College Readiness Standards and Common Core Standards across all curricular areas, continued refinement of instructional strategies and priorities relating to academic achievement through ILT leadership and Teacher Collaboration Teams; achievement data from interim assessments for grades 9-12. We will begin MTSS and the team will focus on increasing achievement for individual students. Priority groups will be identified from teacher relevant data, the data will be used to identify areas of instructional need and adjustments will be made to ensure these areas are addressed.

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.

Mather will continue transitioning to Common Core State Standards with a focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well?and to give students the opportunity to master them. Additional PD in the areas of curriculum mapping, especially for non-core area teachers; instructional strategies for teaching students with disabilities and English Language Learners, and monitoring of the implementation of these strategies by the administration. We will also have Care Teams to support teachers with a focus on intensive counseling aimed at maximizing instructional time and providing SEL.

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).

Small learning communities are individualized learning units within a larger school setting. Combinations of small learning communities, teacher teams, and vertical looping are used to create learning environments where students and teachers come to know and care about one another. We have a counseling department that is aligned with the national ASCA model that provides lessons in preparation for college and career planning. Schoolwide implementation of AVID inquiry strategies and Cornell Notes, tutorial programs before school, and after school provided by the school, and SES: schoolwide professional development and implementation of instructional strategies aimed at meeting learning needs of students with diverse learners and EL students; Care team to identify students at risk early and provide interventions and referrals for social-emotional or therapeutic support through outside partnerships.

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

Qualified candidates will be asked to come in for an interview with a hiring committee. Only candidates that qualify with Chicago Public Schools can be staffed at the school level. The administration will review the teacher and paraprofessional staff credentials annually.

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.

Funds are set aside to attend professional development activities. After attending professional development staff must come back and present to the department. The sessions attended must be tied to the CIWP school goals. Administration in conjunction with PPLC/ILT plan relevant professional development using teacher leaders: Common Core Standards, REACH Teacher evaluation, instruction that emphasizes rigor, AVID site team, instructional strategies for EL students, Diverse Learning, classroom management, PAR team, A-Team, SLC leads; professional development for paraprofessional staff in areas of safety, first aid, customer service, and other relevant areas

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

Through a computer-based grading system, and other technologies we will keep parents informed and involved with their child's education. There are also a number of activities planned where parents can interact with staff with an emphasis on promoting learning outside of the classroom. Establish and sustain parent groups (LSC, BAC, PAC) that afford parents opportunities to participate in the governance of the school. Planned events that afford parents continuing education classes through NCLB PAC, in the areas of technology, English, and areas identified by the parents.

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.

Not applicable to high school buildings.

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.

Staff is programmed and scheduled for small learning community periods and teacher team periods weekly. During the SLC meetings teachers will meet and analyze what needs to be done to increase academic performance and college and career readiness. Inclusion of teachers in decision making occurs

through ILT and departmental feedback regarding the analysis of student achievement on Common Core Standards, interim assessments, common assignments. Input through the PPC/PPLC to address teacher and staff concerns with the principal and work collaboratively to find solutions is ongoing monthly.

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.

Data is used to monitor students' progress to ensure the student is receiving the necessary help that they need. The students are also followed within their SLC and assistance is provided best on needs of students. Professional development and implementation of MTSS strategies related to providing appropriate interventions to students in need, refinement of referral processes for students at risk of failing (MTSS evaluation process). We will have a care team for students suspected of having social/emotional problems and the provision of related academic and related interventions (counseling, tutoring, academic support, evaluation, program placement).

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.

Coordination and integration of programs and services are renewed with staff PD in the fall and continues throughout the year. Information is shared with staff, parents, and the community regarding programs. Coordination then occurs with minimal to no disruption to student's educational instruction. Development and implementation of School-Wide Expectations through the Culture and Climate Team will enable all staff to employ consistency related to expectations for personal responsibility and the intervention of inappropriate behaviors that impede student achievement that emphasizes restorative justice, that include educational and counseling intervention, nutrition education through health education instructional programs. There is also NCLB Summer School and NCLB Evening School programs to get students back on track to graduate; career awareness (College/Career Night, guest speakers), job shadowing and training facilitated through CTE, Seminar, Advisory and the transition teacher for diverse learners; parent classes offered through NCLB PAC.

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.

Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held monthly throughout the year. Notification of PAC meetings will be posted on the school website and marquee and sent home with the students. During the meetings, if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The School will conduct its NCLB Title I Annual Meeting on September 30, 2020 (September 29, 2021), in which all parents will be encouraged and invited to attend. To inform parents of the Title I, Part A Annual Meeting the school will: Post a Notice and Agenda in the school's main entrance at least 48 hours in advance and distribute/disseminate notice of the meeting through the students, we will also post on the school marquee and website appropriate dates and times, the school will also make notices available in the main office for parents. At the meeting the school will distribute and explain the current policy to all Title I parents. The parents will be informed about their rights to be involved in Title 1 programs. At the annual meeting information regarding the Title I, Parent Advisory Council (PAC) Organizational Meeting, will be distributed along with dates of Local School Council Meetings. The Title 1 PAC Organizational Meeting is scheduled for September 30, 2020 (September 29, 2021).

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 make copies available of the Continuous Improvement Work Plan for the current school year available for review and inspection in the main office. Parents will be given notification and explanation of the High School Promotion Policy. Parents will also be provided information on the standardized testing tools employed to assess academic progress and dates on when the assessments will be distributed. Parents will also be given information on the schools curriculum and grading scale.

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.

Parents/students will receive individual results for state assessments as soon as provided by the state. This is hand-delivered to each student during homeroom.

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.

"Right to Ask" forms will be distributed to parents to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s). Those parents will receive written confirmation as soon as the information is available.

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.

The school will continue to work on developing strategies and develop new ones to increase parental involvement in supporting their children's academic progress. We want parents involved and working with our educators and to do so parents are encouraged to volunteer at school, serve on and attend the LSC meetings, PAC meetings, and BAC meetings. We will share information with parents about professional development workshops, conferences, or classes that may benefit them as stakeholders. Information will be on the school website, in parent packets, newsletters, and informational handouts distributed at PAC meetings, BAC meetings, LSC meetings, open houses and parent-teacher conferences.

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.

Sessions are offered for all parents at the first parent-teacher conference regarding the use of gradebook and the parent portal. Each parent will receive a login to access students' grades and attendance and communication with individual teachers. The School will provide support for parent development by providing ESL classes for parents to enable them to learn English; providing computer classes for parents; providing workshops for parents based on the needs that parents have expressed.

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 the fall staff meeting, we will in-service staff about how/why communication with parents is vital to the students' success and our school goal to increase that communication through technology and notices sent home with students.

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.

Organized PAC activities will support parents to participate in their children's education and align with the school's mission of graduating students college and/or career ready. Surveys will be conducted to assess the needs of the parents to help support their child. The information required for this item is not applicable at the High School Level.

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.

Currently, information regarding programs is printed in two languages. With a school that has over 55 languages spoken it's hard to communicate with every student in their native language. We opted to have a website that can be translated into multiple languages to assist with the language bearer.

Policy Implementation Activities

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

<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>

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

<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.)

Mather High School provides the community with a high-quality neighborhood high school with opportunities for all learners to reach their full potential. We commit to preparing students for academic excellence and post-secondary success through a diverse and rigorous learning environment. The vision of Mather High School is to create a positive learning environment in which to educate all students. Each student will achieve at a higher level of academic performance, function effectively in the community, and contribute to the broader society.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-Teacher Conferences will take place during the 1st and 3rd quarter Report Card Pick Up (November and April). Conferences can also be requested through the Counseling Department on an as-needed basis.

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

Parents/Guardians receive regular feedback on student achievement, progress, or grade reports are sent home every five weeks and teachers are encouraged to call home and involve parents. All teachers are required to use the Impact parent portal to post grades. At report card pick up, the computer lab will be staffed with personnel to register parents for the parent portal and show them how to access their accounts. Mather's website also is an effective method of communication with stakeholders.

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

The school currently employs a variety of communication avenues for parents to access staff that includes e-mail addresses of staff via the parent portal or Mather website, parent-teacher conferences, and individual appointments.

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 are invited to volunteer as judges in academic competitions such as science fair and history fair, as well as volunteer as guest speakers in classrooms. Parents are also encouraged to accompany his or her child's class on a one-day field trip or on other types of extra-curricular activities, as long as CPS guidelines for doing so are followed. Parents can also observe his or her child's classroom during a regular school day with permission from an administrator and the teacher with prior notification.

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

Parents are provided their own access to the parent portal. Through this communication tool, parents can periodically monitor his or her own child's progress. If the child is missing assignments and/or scoring low on tests and quizzes, the parent can take the necessary actions to ensure their child will meet class standards. Parents may also use the parent portal to email the teacher with further explanation or assistance. In addition, parents are encouraged to meet their child's teachers in person either by appointment or during the teacher/parent conferences in order to develop a relationship that will benefit the child.

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

At the beginning of every school year, parents are invited to join the school Parent Advisory Council (PAC) or Bilingual Advisory Council (BAC); meetings are held periodically throughout the year. The LSC (Local School Council) also invites parents and other stakeholders to the monthly meetings in order to keep informed of events happening within the school. Throughout the year, the school communicates expectations to parents via parent newsletters and student progress reports and grade reports. There are two parent-teacher conferences in which the parent is given an opportunity to visit all their child's teachers and provide feedback to their child's progress.

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).

The school climate promotes students' responsibility and active participation in their own academic achievement. Students are expected to maintain good attendance in order to learn good work and study habits. Students are expected to rise to meet the more challenging grading scale and are encouraged to

choose rigorous courses such as honors and AP courses in order to better prepare themselves for post-secondary education. Students are expected to monitor their own progress by using gradebook and by developing a positive relationship with their classroom teachers. If a student needs additional assistance, they have the opportunity to attend after school tutoring and/or meet with their counselor. In addition, students are encouraged to attend the parent/teacher conference with their parents, sign-up for the ACT prep class, and join various academic clubs and activities the school has to offer.

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.

The Mather PAC Mission Statement: To advance the engagement of the parents at Mather while supporting our teachers, staff, and students as a network to strengthen the school and community.? We are Mather Rangers!

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$2000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS	\$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
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.	\$500.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$4798.00