# Charles P Steinmetz College Preparatory HS 2020-2022 plan summary

## Team

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## Team Meetings

| Date | Participants | Topic |
|---|---|---|
| 02/10/2020 | Jaramillo, Williams, Vilchez, Cornell, DelValle, Goldstein, Hank, Szulkowski, Watkins | Areas of Critical Need |
| 01/27/2020 | Jaramillo, Williams, Vilchez, Miranda, Ferrarini, DelValle, Goldstein, Hank, Szulkowski, Watkins | CIWP Team and SEF Analysis |
| 01/30/2020 | Jaramillo, Williams, Vilchez, Cornell, DelValle, Goldstein, Hank, Szulkowski, Watkins | SEF Analysis |
| 02/03/2020 | Jaramillo, Williams, Vilchez, Cornell, DelValle, Goldstein, Hank, Szulkowski, Watkins | Areas of Critical Need |
| 02/18/2020 | Jaramillo, Williams, Vilchez, Cornell, DelValle, Hank, Szulkowski, Watkins, Miranda | Goal Setting |
| 03/02/2020 | Jaramillo, Williams, Vilchez, DelValle, Hank, Szulkowski, Watkins, Miranda, Goldstein | Root Cause Analysis |
| 02/25/2020 | Jaramillo, Quiles, Valentin | Parent SEF Feedback |
| 02/24/2020 | Jaramillo, Williams, Vilchez, DelValle, Szulkowski, Watkins, Cornell, Cotto, Ferrarini, Goldstein | Staff and student SEF survey data reflection/root cause and 5 whys protocol overview |
| 05/01/2020 | Jaramillo, Williams, Vilchez, DelValle, Szulkowski, Watkins, Cornell, Cotto, Ferrarini, Goldstein, Miranda | Action Steps |
| 04/24/2020 | Jaramillo, Williams, Vilchez, DelValle, Szulkowski, Watkins, Cornell, Cotto, Ferrarini, Goldstein, Miranda | Theories of Action |
| 03/09/2020 | Jaramillo, Williams, Vilchez, DelValle, Szulkowski, Watkins, Cornell, Cotto, Ferrarini, Goldstein, Miranda | SEF Priorities/CIWP Clinic |
| 05/06/2020 | Jaramillo, Williams, Vilchez, DelValle, Szulkowski, Watkins, Cornell, Cotto, Ferrarini, Goldstein, Miranda | Action Steps |
| 05/07/2020 | Jaramillo, Williams, Vilchez, DelValle, Szulkowski, Watkins, Cornell, Cotto, Ferrarini, Goldstein, Miranda | Action Steps |
| 05/08/2020 | Jaramillo, Williams, Vilchez, DelValle, Szulkowski, Watkins, Cornell, Cotto, Ferrarini, Goldstein, Miranda | District CIWP Clinics |

# 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
    - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 2 Enable staff to focus and prioritize what matters most
    - 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**: The ?What is a Streak?? initiative and the morning Streak Pledge were a significant step to putting the mission and vision into action and carving an identity for Steinmetz. Opportunities now exist for updating the mission and vision to reflect all stakeholders and initiatives as well as for reminding staff and students of the mission and vision at events, meetings, and programs, in a fashion similar to IB and STEAM, to remind all students and staff of our values and to encourage students to be responsible for their actions. Partnerships with and through CSI and Northwest Side Housing, and initiatives within the school such as In-school suspension supports, mindfulness objectives, behavior initiatives and conscious discipline present an opportunity for the culture of collective responsibility to only grow. Additional teachers and staff have taken on leadership roles through IB expansion, STEAM implementation, and the continued ILT, grade level meetings and PPC; additional opportunities exist for allowing teachers to guide the direction of these initiatives and teams. In addition, a new weekly bulletin allows staff overseeing departments that would not typically provide PD to increase communication, implement initiatives and collaborate on goals. Leadership actively seeks community partners, grants and initiatives to support Steinmetz; this is recognized as an investment in students and staff and a sign that the leadership sees strong potential for growth and learning by staff and students alike. With the expansion of IB and the implementation of STEAM, Steinmetz staff and students

have new, exciting opportunities to grow professionally and in academic experiences. However, because of the complexity of initiation and growth, there is some tension at this same time which could almost be called staccato as staff learns about one requirement or component and then another and so on leading to a disconnect between theory and implementation. For the school to grow from ?doing to comply? to understanding and refining, staff-led professional development provided by those familiar with and leading these initiatives is needed, but so is time for processing, reflection and safe practice. Steinmetz has numerous structures in place, including but not limited to the ILT, departments and department chairs, grade level teams, attendance teams, and specialty cohort teachers. It is now the time for these teams to decide how to direct their collaborative and planning time and request activities to enhance their understanding.

- 3 - Structure for Continuous Improvement
    - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 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
    - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: When considering the use of on-going inquiry as a basis for improvement, time is a critical constraint but time still needs to be made for the entire inquiry process from observation through reflection. Some consideration must be paid to how structures/teams are utilizing their time as there needs to be a balance between ensuring teams are meeting the needs and objectives set by leadership and meeting the needs and objectives set by the team. This will lead to consensus around and ownership of common priorities. While staff are currently providing professional learning, a calendar of professional learning aligned to deadlines for both production (units due) and process (peer observation, safe practice, analysis of student work) will help leadership and teams in prioritizing objectives and reflecting on data and findings. There may be additional opportunities for coaching. There may be lost opportunities for natural connections between some of the structures in place, which could minimize the impact of efforts. The CIWP team acknowledges that leadership, staff teams and structures are working hard to disaggregate and utilize data to make informed decisions to guide planning and instruction and recommends a commitment to the full inquiry cycle, including time for reflection, to help make these connections. In light of the above, there is an opportunity to reconsider the work of the ILT, as the ILT members are needed to lead the staff in the inquiry process, helping them find strategies, modeling implementation, and so on, and responding to needs brought to them by their colleagues. Partnerships with CSI and NorthwestSide Housing is supporting Steinmetz? SEL initiatives toward school

climate. As the Steinmetz Pledge puts the mission and vision into action, conscious discipline will help students understand the consequences of their actions and reflect on behaviours. The capital investment projects including the field, new science labs, the gaming lab, the MakerSpace, and other projects have beautified the school and are expanding opportunities for growth and success. The budget is clearly aligned to CIWP priorities including priority groups, IB expansion and STEAM implementation. Now is a prime opportunity to tap into the structures in place, proving them with support and feedback but also reasonable autonomy to engage in authentic inquiry cycles of their own instruction and student learning.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 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
    - o 2 Curriculum connects to real world, authentic application of learning
    - o 2 Curriculum is aligned to expectations of the standards
    - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
    - o 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
    - o **Evidence**: Our unit maps, scaffolding of learning, focus on culturally relevant teaching, and PD on ELL and best practices help us to focus on our students and relevant/sustaining curriculum. The summits have also focused on how to tailor our curriculum to our students' needs. Our unit maps are intertwined with our assessments, which help for the big ideas to be seen throughout the unit and not just in the unit map or touched on once. The Hess Matrix also helps us to differentiate our levels of questioning and how the big ideas can trickle down to our students. Our One Goal curriculum aligns with outside institutions to help students moving towards going to their post-secondary plans. The new STEAM initiatives, while still in its incubation period, are forcing teachers to form STEAM projects that align with their curriculum and think about real-world connections to their class. While some classes may have links to the outside world/connections to other areas of the students' lives, it is not seen as 'mandatory', yet. Our scope and sequences in all of our subject areas is an ongoing, updated document, which is discussed by TCT and department members and adjusted to the needs of our students regarding timing, delivery, etc. In our reflection portion of our unit map, we focus on what needs adjustment for the next implementation of the unit, including pacing/timing and how the formative data addresses the needs of students. We, as TCTs and Departments, can still use our formative data to assist us in addressing the pacing of our curriculum maps. We are not horizontally aligned in our ATL's, only vertically. There are still depts and TCTs missing units. Currently, our unit maps do not reflect the SEL standards; the ATLs and learner profile are reflected and becoming more used. Teachers can and do build these opportunities in their classes to practice interpersonal and self-management skills, but it can be more intentional and linked to standards. In English class, we have revamped our Scope and Sequences and curriculums to add more multicultural texts with 'mirrors and windows' that reflect the lives of our students more. The

can-do charts for the ELL students help us, along with cognates, to focus on what students can do and to help address clear connections in vocabulary that can be made through different languages. The foundational reading skills are mixed with comprehension and fluency standards for the students.

- 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 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 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**: In English class, we have revamped our Scope and Sequences and curriculums to add more multicultural texts with 'mirrors and windows' that reflect the lives of our students more. The can-do charts for the ELL students help us, along with cognates, to focus on what students can do and to help address clear connections in vocabulary that can be made through different languages. The foundational reading skills are mixed with comprehension and fluency standards for the students. We have questioning and discussion as techniques to deepen student understanding included in our Unit Maps in which we use the Hess Matrix to create lessons, tasks, and assessments. We conducted peer observations with the emphasis on Questioning and Student to student Discourse. We evaluate text using Lexile Ranges. We use the inner Unit Reflections part to help anticipate, reteach, and reflect. We have had PDs on Hess Matrix and DOK. We have had Entire Staff PDs on Hess Matrix, DOK, Differentiation, to be put on our Unit Maps. In our Units Maps we have Common Core, Context Specific, and WIDA Standards. The Unit Maps are Evaluated by peers and administration. Providing students frequent, informative feedback happens in pockets, it is hard to differentiate between formal and informal processes within formative assessments. Advanced placement classes and SAGA math lab have progress monitoring built into their curriculum. Happened informally in all classes through exit slips, quizzes, checks for understanding. Teachers received PD from ODLSS on progress monitoring and staff have completed WIDA modules 1 & 2. Teachers have completed their WIDA Can Do Name Charts and unit maps include the WIDA CanDo Descriptors. Classroom are being visited for Bilingual Look Fors (Word Wall, WIDA Charts) Staff is being given PD on Key Shares. Staff is at different stages depending on the department and availability of professional development.
- 2 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- o 1 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 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
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: There are several levels of monitoring assessment and adjusting learning. There is the ILT which takes a holistic look at the school and instruction, and monitors, informs, and changes instruction and assessment on a school wide level.(minutes available) The school has grade level meetings, that discuss student achievement and make adjustments per grade level. (minutes available) The school has team level meetings, that are able to go over scores , tests, and curriculum; make changes to instruction, interventions, and assessment based upon data. (minutes available). Progress monitoring is primarily focused on students with Ds and Fs, not consistent for all content areas. We use multiple measures to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning such as, PSAT/SAT, BOY/EOY, daily formative assessments and weekly summative assessments. Some of the data consulted for this assessment includes curriculum maps and ASPEN Gradebook. Currently there is no formalized problem solving process used by ILT, GLT, and interventionists to approach screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers. There is no formalized problem solving process. Teachers practice differentiated learning (curriculum map/IEP/WIDA descriptors). PSAT/SAT accommodations given to DL and ELL learners (College Board students eligible for accommodations list). IEP progress monitoring. IEP report cards. Evidence of modification for assessments tasks for ELL. Purchased Algebra 2 and Biology bilingual resources, graphing calculators, and Chromecarts. All ELL student take the ACCESS test in January. All unit maps include WIDA "CAN DO" descriptors. The ILT has access to the school wide data and is supposed to pass it to the course level teams. (Minutes) Teachers can see College Board PSAT/SAT scores for their students(College Board). In the common planning teams, the team's plan/create common assessments. The teams also go over test scores and analyze the tasks to ensure alignment. (TCT minutes)
- 1 - 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 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 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)
- 1 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)
- 1 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)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 1 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)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 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)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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**: Freshman and sophomore success team monitor on track data for students off track with grades and attendance-interventions include academic and attendance check-ins, tutoring, fix it Fridays, bi-weekly off track reports for progress monitoring, EL progress monitoring intervention form along with DL progress monitoring. Counselors meet with students that are off-track to create a plan for success. Attendance coordinator meets with students daily and monitors weekly attendance rates by grade-level and priority groups. Currently MTSS resides with grade-level and teacher teams. MTSS MOY and EOY ratings have not been completed. Completed for SY18-19. We currently use the MTSS resources for ELs provided by OLCE. GLTs utilize data to inform Tier 1 supports for core content areas and resources. Teachers enter Tier 1 and 2 interventions in Aspen for students off track. Teacher utilizes the MTSS Aspen resources. Ongoing communication is provided regarding Tier 1 and Tier 2 for students off track. Currently there is no designated team in place. MTSS is currently under the direction of grade-level teams. Admin shares District MTSS newsletter with department chairs. We review data of students with multiple failures and attendance to meet with parents, counselors, ELPT, attendance coordinator, and deans for Tier 2 interventions. Tier 3 interventions are in practice for students with chronic absences in the form of daily contracts with weekly data monitoring. Informally all specialists and coordinators are responsible for Tier 1 and 2 supports of all students based on academic and SEL data points. GLTs utilize various data points to plan for tiered interventions: P/SAT, ACCESS WIDA can-do name charts, on track, attendance, credits earned, 5 week data benchmarks, behavior data. Uses vary by GLT and staff; process is not formalized systematic across teams and departments. We have no formal menu of interventions; currently defer Tier 1 and 2 interventions within the classroom, tutoring, dean and attendance support. Communication is not consistent across teams. Teachers are entering into Aspen however there is no formal team to pull and share that information. No current formal process for using the PSP. Teacher understanding of the process varies. Informally we review data and leverage GLTs to analyze and inform supports. It is not a consistent practice across all classrooms. We do have the learner profile and ATLs as part of our curriculum along with the global context. Bilingual supports are provided to support student's language proficiency levels. Teacher follow student IEPs. Evidence of extended time, reteach, modifications of tasks, small group and one-on-one. Becoming a Man (BAM) provides supports to young men who need long term behavior interventions. FOT, SOT, grade level teams,

attendance teams, weekly SWAG reports, We do not have a diagnostic tool, do not use data to determine root cause. We go straight to action. Progress monitoring is utilized for attendance, dashboard gives staff daily trends. No formal training, parents do receive resources via Parent university. Counselors communicate with parents when students are referred to interventions. No formal process for notifying parents of tier 2 or tier 3 interventions. Deans discuss interventions with parents using common language. SCP community partners include BAM and Northwest side housing. BAM helps with long term social and emotional interventions. Northwest side housing manages a peace room and works with students in In-School suspension. Staff contacts parents regarding interventions. SCP does not use PSP in any formal way. SCP uses attendance contracts in which parents/families are notified of students attendance, attendance office verifies that parents have access to parent portal to check attendance, students have to check in with the attendance office on a regular basis throughout the duration of the contract. SAM was utilized 2018-2019, but not in current school year. SCP does not have an MTSS team. We SAM and SEL reflections in the 2018-2019 school year. SCP currently has not completed the 2019-202 SAM and SEL. Administration does support MTSS practices, principles, and resources in informal way. There are conversations that happen around interventions, primarily focusing on Tier 1. SCP had PD on calm classrooms, breathing techniques to calm students and teachers, reading interventions.

- 2 - 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 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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**: Team has processes for identification of gaps; Freshman Connection held over the summer, HS Investigations, Sustained summer learning experiences provided; summer melt is provided; naviance data is reviewed to identify targets (monthly); moving forward starting from freshman on building a pathway to senior year. CCAC through OSCAPA-all counselors trained along with other team members completing certification; in the process of implementing processes in place to support EL Latino males with transitions to college. Supports are being built in all grade levels through ILPs. Our school offers One Goal to support with persistence and summer melt. School provides opportunities however are not utilized to full ability-low participation rates from both students and parents. Still an area of growth of building the culture throughout the school with all staff. Conversations about college and career readiness is limited to Naviance and with some staff-need to increase awareness in the classroom level. Need to revisit and exhaust all communication forms and schedules to increase participation. Exposure needs to extend beyond post secondary in senior year to connect the dots down to 9th grade. STEAM is in incubation but will serve to grow this area with hands on learning and career pathways along with external partnerships. Current external partnerships: One Goal, TRIO, Jr. Achievement, ISAC, and relationship with Higher ed. Currently offer AP, DP, CTE, and Seal of Biliteracy. PLT guides ILP through grade-levels along with lesson and transcript review. Students

can apply for dual enrollment in the spring. ILP completion rate for SY19 was 84% for applying to 3 or more colleges, 96% for academic works,, and 99.6% for concrete post secondary plans; currently at 87% for 3 or more colleges. We currently offer pre-cal as an elective course by recommendation only. ILP completion data for 9th-60.6%; 10th-43.2%; 11th-46.1%. We are currently above last years underclassman metrics. In the development in STEAM, dual credit, seal of biliteracy (increasing the number of qualified students). Working at higher capacity for 12th and working towards assigning a coach to the underclassman grade-levels. All grade-levels will have a designee. LPS will be ensure that all students have a post secondary plan along with support in developing plans with underclassman. PSAT goal setting is in progress for 9-11th grade as a task for college and career, linking academics to post secondary life. The senior contract has ensured that students strategically complete applications. The senior seminar curriculum addresses all aspects of post secondary success. The gap identified is the parent engagement piece where families and parents are aware of this planning process. Also college persistence numbers are declining.

## 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 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: In order to 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, we work with programs such as "-(BAM) Becoming A Man, setup structures for In School Suspension (ISS)supported by NWSH- this will include skill building. In addition we focus on addressing behaviors one on one and as a group, and re-entry skills to ensure a smooth transition back into class. We use Student-Student Conferences, Athletic Groups, and Clubs to promote relationship building. We foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school through team building activities for staff, incorporating Personal Projects for students that require an adult mentor, focus on Climate and Culture team supporting parent-teacher conferences, Award lunches to recognize students, and host Student All-Star recognition. Adults support and respect one another, personally and professionally in Grade Level Meetings, Department Meetings, TCT Meetings, ILT Meetings. In addition, communication with staff is continuous through the Weekly Principal's announcements/newsletter.
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 1 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community

- o 1 Take informed action where they work together to propose and advocate for solutions
- o 1 Experience a schoolwide civics culture
- o **Evidence**: Although there are opportunities for students to engage in civic opportunities throughout the school and activities, there is a disconnect between promoting a culture in which students are taking the lead. There are pockets of student leaderships such as in the JROTC program, IB, and sports, but students are not fully engaged and immersed in opportunities that focus on civic leadership. As we expand MYP for all and and the Sophomore project, students will be able to experience leadership and advocate for those issues that are relevant to their lives and community.
- 3 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 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**: We are currently making the transition to a Conscious Discipline focus and reframing language to reinforce student behavior. In addition, the school recently developed 5 areas of focus that lays out expectations for students aligned to the core values.
- 2 - Supportive and Equitable Approaches to Discipline
  - o 1 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 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**: Although there are some systems in place, an SEL curriculum does not exist and data is not used to assess it.
- 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 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)

- o 3 Partner equitably with parents speaking languages other than English
- o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: Our offices focus on providing high quality service to parents and visitors. The Drama Club is currently working to put on a production for the school and community members. Every year we host the Steinmetz fest where we show case the schools work to the community. Monthly Urban Gateway Performances. Parents have different options they can receive information from the school; parents can communicate through phone, email, social media and in person to any of our offices. We host several meetings and town halls during the year to inform parents of grade level standards, expectations, and grading practices. We also provide information on attendance, post secondary opportunities and promote parent portal and our classes offered through Parent University. We provide parent handbooks, Grade level parent meetings, Report card pick up, Parent Informational meetings IB/MYP. The attendance office conducts home visits, sends 5 day letters, make daily phone calls to students parents with excessive absences. Information is always offered in multiple languages reflecting our population. A translator is always available for our meetings and town halls. Northwest Side Housing Center is one of the organizations we have been working closely to bring resources into the school and help strengthen the climate and school spirit. NWSHC provides after school programming for students to help enrich the environment.

# School Excellence Framework Priorities

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

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | 0 |
| 3 | Quality and Character of School Life: Family & Community Engagement | 0 |
| 3 | Quality and Character of School Life: Physical and Emotional Safety | 0 |
| 3 | Quality and Character of School Life: Relational Trust | 0 |

# 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 | SAT Cohort Growth Percentile |
|---|---|
| Root Cause 1 | Need for MTSS supports within curriculum and instruction that meet the demand of college and career. |
| Area of Critical Need 2 | Hispanic Cohort Growth Percentile |
| Root Cause 2 | Students are not fully engaged in the level of instruction that meets the demand of P/SAT. |
| Area of Critical Need 3 | Percent of Students Meeting College Readiness Benchmarks |
| Root Cause 3 | Some of the curriculum is standardized and not culturally relevant. |

## 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 |
|---|---|---|---|---|
| | Overall | | 90.02 | 92.62 |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| Vision: Attendance Rate<br><br>We chose this metric because in order for students to succeed they must attend school consistently to acquire the skills needed for college and career readiness. | Students with IEPs | | 88.52 | 91.61 |
| SQRP: SAT Cohort Growth Percentile<br><br>We chose this metric because it allows us to measure growth of students between assessments to inform the impact of school level academic and SEL supports that drive student achievement. | Overall | | 20.00 | 30.00 |
| | Latinx | | 18.00 | 30.00 |
| Vision: Freshman On-Track<br><br>We chose FOT because it provides a clear metric for predicting high school success and targeting students for intervention. This metric can allow us to progress monitor interventions on an ongoing basis. | Overall | | 83.70 | 85.47 |
| | Latinx | | 84.43 | 85.96 |
| (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**<br>Supportive Environment-Neutral<br>In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:<br>-students feel safe in and around the school,<br>-they find teachers trust-worthy and responsive to their academic needs, | | | | 61.00 | 71.00 |

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| -and they are well-supported in planning for college and other post-high school experiences. | | | | | |

## Custom metrics (0% complete)

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

# Strategies

## Strategy 1

| If we do... | create an MTSS team focused on developing a menu of interventions that clearly outlines supports, systems, and structures for Tier 1, Tier 2, and Tier 3 interventions |
|---|---|
| Then we see... | teachers tracking growth of all students, specifically students receiving Tier 2 and Tier 3 supports to determine and implement needed adjustments throughout the intervention cycle based on multiple data sources |
| which leads to... | an increase in the % of P/SAT cohort growth percentile, freshman on track, and attendance |
| Budget Description | There must be an investment in providing teacher training, additional resources for students such as A Knock at Midnight, tutoring supports, and Conscious Discipline. In addition, there will be a continuation in funding the restorative justice coaches. This work will funded through the CSI grant. |
| Tags | MTSS, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process |
| Action steps | <ul><li>(Not started) Create and establish an initial MTSS team with an MTSS lead with a clearly defined purpose, roles, training, and a consistent meeting schedule; selected members will include representation of educators from each area of expertise (Math, Eng, EL, DL, Attendance, etc.) to collectively address ALL students? needs through the use of data (quantitative and qualitative) to identify concern, assign to tier support, identify strategies and best practices, and progress monitoring.<br><br>Tags:MTSS: Shared Leadership</li><li>(Not started) Provide continuous professional development for stakeholders to promote understanding of MTSS; understanding and assigning (referring) students to the tiered system, identifying interventions/strategies,</li></ul> |

implementation of interventions/strategies, logging interventions, collaboration and reporting process, and progress monitoring.

Tags:MTSS, MTSS: Shared Leadership

- (Not started) Review quantitative and qualitative current and historical data points in order to create a tiered support system in Q1 to be used thereafter. Data will be reviewed periodically to adjust and progress monitor interventions, student progress, and implementation of supports.

  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Outline menu of tiered interventions based on data review and selected best practices as identified by the MTSS team. Interventions will reflect various groups and supports such as STEAM, EL, DL, IB, MYP and priority groups.Teams will clearly define the method, the frequency, and how to measure progress of each intervention.

  Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions

- (Not started) Team will define internal criteria to identify students that may need interventions/supports, progress monitoring system that will support all intervention providers, and develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (SAM and CPS MTSS toolkit)

  Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) MTSS Team facilitates training and regular practice with application of the PSP in all meetings along with School-based Teams use PSP when analyzing school-level and grade-level data to inform Tier 1 instruction and Tier 2 & 3 supports-Academic & SEL.

  Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions

- (Not started) Targeted Staff PD for core content areas, areas of expertise, ESPs, etc. (DL, EL, attendance, cultural and climate, etc.) to increase understanding and promote collaboration in the MTSS process.

  Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, OSEL: Tier 2 and 3 Interventions

- (Not started) Roll out of communication plan; integrate the school?s internal communication and reporting plan with the district?s existing MTSS communication plan to standardize protocol to support both educators? and students' success.

| | Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership |
|---|---|
| | • (Not started) Implement tiered interventions based on data review and selected best practices as identified by the MTSS team through; Interventions will reflect input from various groups and supports such as STEAM, EL, DL, IB, MYP and priority groups using the adopted reporting, problem solving process, recording, and progress monitoring tools.<br><br>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions<br><br>• (Not started) MTSS team and lead will determine tiering criteria by Q1 along with staff training to deepen understanding of the problem solving process and progress monitoring Tier 2 and 3 interventions in Aspen (academic and SEL interventions) and communication.<br><br>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions |

## Strategy 2

| | |
|---|---|
| If we do... | provide a curriculum that is culturally relevant and sustaining, and explores real world authentic application of learning aligned to the expectations of IB and STEAM |
| Then we see... | teachers engaging students in rigorous learning that fosters student ownership, creativity, critical thinking, collaboration, and communication |
| which leads to... | an increase in the % of priority group cohort growth percentile and student meeting college readiness standards |
| Budget Description | The resources need in this are are highly focused on the expansion of STEAM throughout all areas of curriculum development. Specifically, we will be supporting teacher PD, purchasing new equipment, and providing time for teacher professional development. These resources will be funded through STEAM funding which is separate from the school's primary budget. |
| Tags | Curriculum, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks |
| Action steps | • (Not started) Provide ongoing STEAM PD to all staff on STEAM standards for years 1 and 2 implementation as outlined by CPS.<br><br>Tags:STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: K-12 Program of Study (SSS5), STE(A)M Schools: Mission Driven Leadership (SSS1), STE(A)M Schools: School Structures & Culture (SSS2), STE(A)M Schools: STE(A)M Career Pathways (SSS6) |

- (Not started) Provide STEAM Maker Space PD to all staff to allow for teachers teams to create lessons that incorporate the use of the maker space to enhance learning.

  Tags:Arts Education: Authentic Arts Integration, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 4-21st Century Professional Learning, Science: Rigorous Tasks, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks

- (Not started) Collaboration time outside the school day will be provided for (1) program coordinators to determine PD timelines and objectives and (2) teacher teams to collaborate for planning and implementation of interdisciplinary and STEAM-aligned units. Teacher teams, including bilingual and special education, will be provided with time to develop, implement and assess their interdisciplinary units.

  Tags:CIDL: Curriculum, Literacy: Shift 4-21st Century Professional Learning, MGIB: IB, ODLSS: Instructional Quality, OLCE, STE(A)M Schools: Institutional Capacity (SSS3), Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Provide IB PD on philosophy, subject aims and objectives, and assessment to all staff for teacher teams to create units aligned to IB standards, with focus on college and career-readiness.

  Tags:Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, MGIB: IB, ODLSS: Instructional Quality, OLCE, OSCPA: College and Career Readiness

- (Not started) Provide IB PD on interdisciplinary units to allow for teacher teams to create one interdisciplinary unit to include STEAM and cultural relevance/international mindedness.

  Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB, ODLSS: Instructional Quality, OLCE, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Provide a timeline for internal peer-observations with a focus on indicators for STEAM standards and IB standards and practices to ensure alignment between the written and taught curriculum.

  Tags:Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Health & PE: Health Education Skill-Based Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MGIB: IB, Science: Curriculum, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Distributed Leadership, Math: Curriculum

- (Not started) Coordinate the timeline for the internal peer-observations with the instructional core; align safe practice and peer-to-peer observations with more formal observations.

  Tags:Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Health & PE: Health Education Skill-Based Curriculum, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MGIB: IB, Science: Curriculum, STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Distributed Leadership, Math: Curriculum

- (Not started) Departments and TCTs will continue to revise text selections and curriculum to provide rigorous and effective literacy instruction per the Four Key Shifts and Practices of the CPS Literacy Framework and ensure high quality and culturally responsive teaching and learning.

  Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning

- (Not started) Provide math enrichment for rising IB Diploma Programme juniors and continuing rising DP seniors in mathematics to prepare students for the new IB math assessment in May 2021 Math: Applications and Interpretations.

  Tags:MGIB: IB, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (Not started) Create a scope and sequence and calendar of our professional learning model on cultural relevant and sustaining pedagogy and its application to curriculum.

  Tags:Equity: Liberatory Thinking, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB, STE(A)M Schools: School Structures & Culture (SSS2)

- (Not started) Staff will build understanding of and reflect on the impact of bias on student learning through as part of a cycle of learning and inquiry.

  Tags:Curriculum, Equity: Liberatory Thinking, MGIB: IB, STE(A)M Schools: Institutional Capacity (SSS3)

- (Not started) Engage in shared learning on what culturally relevant and sustaining curriculum and pedagogy looks like and engage in critical review of existing curriculum across all course teams.

Tags:Assessment: Curriculum Equity Initiative, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB, MTSS: Curriculum & Instruction, STE(A)M Schools: School Structures & Culture (SSS2)

- (Not started) Teachers teams will engage in curricular adjustments based upon findings from the critical review of the curriculum.

Tags:Curriculum, Assessment: Curriculum Equity Initiative, Equity: Resource Equity, MGIB: IB, MTSS: Curriculum & Instruction, STE(A)M Schools: School Structures & Culture (SSS2)

- (Not started) Build teacher capacity to engage in the instructional practices that are aligned to culturally relevant and sustaining curriculum (e.g. asking questions and solving problems relevant to students? lived experiences, communicating conclusions and taking action, using tools that are relevant and authentic to student experience).

Tags:Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Assessment: Curriculum Equity Initiative, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MGIB: IB, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OLCE, OSEL: SEL Instruction, STE(A)M Schools: Instructional Approach (SSS4), SSCE: Inclusive Systems Structures, Math: Rigorous Tasks

## Strategy 3

| If we do... | create a student voice committee to represent the diversity of the school to address school based issues and learning experiences |
|---|---|
| Then we see... | students gathering input from their peers and participating on multiple decision/policy making bodies to inform and impact school decisions and the actions of all stakeholders to support the needs of our students, in addition to teachers designing learning opportunities that integrate students lived experiences, perspectives, and interests in class |
| which leads to... | an increase in the % of supportive environment in MSMV 5 Essentials |
| Budget Description | Creating a student voice committee will be new and transformational to our school culture. We anticipate creating space for students and time for students and teachers to collaborate. This will require additional costs in PD time, non- instructional time, and special events. This funding will be budgeted through the CSI grant. |
| Tags | Student Voice, Engagement, and Civic Life, SSCE: Student Voice, SSCE: Student Leadership |
| Action steps | • (Not started) Identify two staff members to serve as SVC allies to lead and oversee the student voice committee, identify requirements, role of committee members (lead person, students, etc), create a recruitment plan and nomination form for vacant SVC positions to identify non-traditional student leaders to promote |

student interest to serve as a student leaders, and inclusion of special population groups (EL, DL).

Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Voice CIWP

- (Not started) Provide PD to committee and staff in order for leadership and adults to build capacity to create space for student-adult partnerships that will include having staff complete an assessment of their practice using Hart?s Ladder of student voice; understanding Adultism to build teacher capacity/mindset.

  Tags:SSCE: Student Voice CIWP, SSCE: Liberatory Thinking, SSCE: Place Based Learning

- (Not started) Collaboration time outside the school day will be provided for the team to determine what student voice and engagement looks like in a school, expectations of the committee, and develop foundational process, systems and processes that promote listening to student expression.

  Tags:Student Voice, Engagement, and Civic Life, SSCE: Inclusive decision-making, SSCE: Student Leadership, SSCE: Inclusive Systems Structures

- (Not started) SVC allies will define objectives of the Student Voice Classroom Project to clearly align assignment to issues relevant to students? lives and content areas that teachers will create in each class (volunteering, creating art, celebrating, objecting, etc.); through learning, shifting perspectives, or altering behaviors, student voice activities position students as the agents of change.

  Tags:Literacy: Key Practice #4-Authentic Learning Experiences, SSCE: Critical Media Literacy, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice

- (Not started) In consultation, we intentionally gather and review data from student voices that includes 1) student focus groups 2) creating surveys to cultivate student perspectives on issues/goals 3) creating and distributing a student climate survey 4) reviewing data from student voice surveys (5 Essentials and student voice surveys) to solicit feedback about the school, classroom instruction, and promote shared ownership and accountability.

  Tags:SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Inclusive decision-making, SSCE: Student Voice, SSCE: Student Leadership, SSCE: Inclusive Systems Structures

- (Not started) Create space and opportunities for the SVC to share information and gather feedback from students on decisions that impact them through 1) grade level town hall meetings to explain the purpose of a Student Voice Committee and introduce ?Chalk Talk? 2) Conduct a school-wide ?Chalk Talk? (we set categories as root causes and ask students what they think the data says and why they think it is this way) 3) communicate policies or changes in process to students after decisions are already made.

| | Tags:SSCE: Democratic Classrooms or Democratic Schools, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Inclusive decision-making, SSCE: Liberatory Thinking |
| | |
| | • (Not started) Appoint and train SVC student leaders to serve as leaders of change 1) planing and leading school-wide/community events and activities 2) participate in school leadership teams 3) recruit and train new SVC members 4) present at town hall meetings 4) lead their own assessment and score of SEF categories to present to the CIWP team 5) hold student council elections for each grade level 6) SVC will lead PD for staff. |
| | |
| | Tags:SSCE: Community Engagement, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Inclusive decision-making, SSCE: Student Leadership |
| | |
| | • (Not started) Establish expectations for implementation of CPS student voice curriculum with resources for teachers that outline best practices for developing student voice in the classroom. |
| | |
| | Tags:SSCE: Inclusive decision-making, SSCE: Student Voice |

# Action Plan

### Strategy 1

Create and establish an initial MTSS team with an MTSS lead with a clearly defined purpose, roles, training, and a consistent meeting schedule; selected members will include representation of educators from each area of expertise (Math, Eng, EL, DL, Attendance, etc.) to collectively address ALL students? needs through the use of data (quantitative and qualitative) to identify concern, assign to tier support, identify strategies and best practices, and progress monitoring.

Jul 01, 2020 to Sep 30, 2020 - Administration

Provide continuous professional development for stakeholders to promote understanding of MTSS; understanding and assigning (referring) students to the tiered system, identifying interventions/strategies, implementation of interventions/strategies, logging interventions, collaboration and reporting process, and progress monitoring.

Sep 07, 2020 to May 31, 2022 - MTSS Team and Administration

Review quantitative and qualitative current and historical data points in order to create a tiered support system in Q1 to be used thereafter. Data will be reviewed periodically to adjust and progress monitor interventions, student progress, and implementation of supports.

Oct 01, 2020 to Jun 10, 2022 - MTSS Team/Data Team/ ILT

Outline menu of tiered interventions based on data review and selected best practices as identified by the MTSS team. Interventions will reflect various groups and supports such as STEAM, EL, DL, IB, MYP and priority groups.Teams will clearly define the method, the frequency, and how to measure progress of each intervention.

Nov 02, 2020 to May 28, 2021 - MTSS Team/Counseling/Coordinators

Team will define internal criteria to identify students that may need interventions/supports, progress monitoring system that will support all intervention providers, and develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (SAM and CPS MTSS toolkit)

Oct 05, 2020 to Dec 04, 2020 - MTSS Team

MTSS Team facilitates training and regular practice with application of the PSP in all meetings along with School-based Teams use PSP when analyzing school-level and grade-level data to inform Tier 1 instruction and Tier 2 & 3 supports-Academic & SEL.

Sep 13, 2021 to Jun 10, 2022 - MTSS Team/Teacher Teams

Targeted Staff PD for core content areas, areas of expertise, ESPs, etc. (DL, EL, attendance, cultural and climate, etc.) to increase understanding and promote collaboration in the MTSS process.

Oct 01, 2020 to May 31, 2022 - MTSS Team

Roll out of communication plan; integrate the school?s internal communication and reporting plan with the district?s existing MTSS communication plan to standardize protocol to support both educators? and students' success.

Sep 07, 2020 to Oct 30, 2020 - MTSS TEAM

Implement tiered interventions based on data review and selected best practices as identified by the MTSS team through; Interventions will reflect input from various groups and supports such as STEAM, EL, DL, IB, MYP and priority groups using the adopted reporting, problem solving process, recording, and progress monitoring tools.

Sep 07, 2020 to May 31, 2022 - MTSS Team/Counseling/DL

MTSS team and lead will determine tiering criteria by Q1 along with staff training to deepen understanding of the problem solving process and progress monitoring Tier 2 and 3 interventions in Aspen (academic and SEL interventions) and communication.

Sep 07, 2020 to Oct 30, 2020 - MTSS lead, MTSS team, and Staff

## Strategy 2

Provide ongoing STEAM PD to all staff on STEAM standards for years 1 and 2 implementation as outlined by CPS.

Jul 01, 2020 to May 31, 2022 - STEAM Coordinator

Provide STEAM Maker Space PD to all staff to allow for teachers teams to create lessons that incorporate the use of the maker space to enhance learning.

Sep 14, 2020 to Jan 31, 2021 - STEAM Coordinator

Collaboration time outside the school day will be provided for (1) program coordinators to determine PD timelines and objectives and (2) teacher teams to collaborate for planning and implementation of interdisciplinary and STEAM-aligned units. Teacher teams, including bilingual and special education, will be provided with time to develop, implement and assess their interdisciplinary units.

Sep 14, 2020 to Jun 10, 2022 - Administration

Provide IB PD on philosophy, subject aims and objectives, and assessment to all staff for teacher teams to create units aligned to IB standards, with focus on college and career-readiness.

Sep 14, 2020 to Nov 30, 2020 - IB MYP and DP Coordinators

Provide IB PD on interdisciplinary units to allow for teacher teams to create one interdisciplinary unit to include STEAM and cultural relevance/international mindedness.

Dec 01, 2020 to Mar 31, 2021 - IB MYP and DP Coordinators

Provide a timeline for internal peer-observations with a focus on indicators for STEAM standards and IB standards and practices to ensure alignment between the written and taught curriculum.

Aug 02, 2021 to Dec 10, 2021 - IB MYP and DP Coordinators

Coordinate the timeline for the internal peer-observations with the instructional core; align safe practice and peer-to-peer observations with more formal observations.

Sep 14, 2020 to Oct 30, 2020 - IB MYP and DP Coordinators

Departments and TCTs will continue to revise text selections and curriculum to provide rigorous and effective literacy instruction per the Four Key Shifts and Practices of the CPS Literacy Framework and ensure high quality and culturally responsive teaching and learning.

Jul 07, 2020 to May 28, 2021 - Departments and TCTs

Provide math enrichment for rising IB Diploma Programme juniors and continuing rising DP seniors in mathematics to prepare students for the new IB math assessment in May 2021 Math: Applications and Interpretations.

Jun 22, 2020 to Aug 31, 2020 - IB Coordinator and IB math teacher

Create a scope and sequence and calendar of our professional learning model on cultural relevant and sustaining pedagogy and its application to curriculum.

Aug 03, 2020 to Sep 30, 2020 - Admin and ILT

Staff will build understanding of and reflect on the impact of bias on student learning through as part of a cycle of learning and inquiry.

Oct 05, 2020 to Apr 30, 2021 - ILT and Staff

Engage in shared learning on what culturally relevant and sustaining curriculum and pedagogy looks like and engage in critical review of existing curriculum across all course teams.

Oct 05, 2020 to Apr 30, 2021 - Coordinators, Departments, and TCTs

Teachers teams will engage in curricular adjustments based upon findings from the critical review of the curriculum.

Oct 05, 2020 to Apr 30, 2021 - Coordinators, Departments, and TCTs

Build teacher capacity to engage in the instructional practices that are aligned to culturally relevant and sustaining curriculum (e.g. asking questions and solving problems relevant to students? lived experiences, communicating conclusions and taking action, using tools that are relevant and authentic to student experience).

Aug 23, 2021 to May 27, 2022 - Coordinators, Departments, and TCTs

## Strategy 3

Identify two staff members to serve as SVC allies to lead and oversee the student voice committee, identify requirements, role of committee members (lead person, students, etc), create a recruitment plan and nomination form for vacant SVC positions to identify non-traditional student leaders to promote student interest to serve as a student leaders, and inclusion of special population groups (EL, DL).

Jul 01, 2020 to Aug 31, 2020 - Administration/CIWP team

Provide PD to committee and staff in order for leadership and adults to build capacity to create space for student-adult partnerships that will include having staff complete an assessment of their practice using Hart?s Ladder of student voice; understanding Adultism to build teacher capacity/mindset.

Jul 01, 2020 to Dec 11, 2020 - Administration

Collaboration time outside the school day will be provided for the team to determine what student voice and engagement looks like in a school, expectations of the committee, and develop foundational process, systems and processes that promote listening to student expression.

Jul 01, 2020 to Oct 30, 2020 - Lead and Committee

SVC allies will define objectives of the Student Voice Classroom Project to clearly align assignment to issues relevant to students? lives and content areas that teachers will create in each class (volunteering, creating art, celebrating, objecting, etc.); through learning, shifting perspectives, or altering behaviors, student voice activities position students as the agents of change.

Sep 14, 2020 to Jan 29, 2021 - SVC Allies /ILT/Departments/TCT

In consultation, we intentionally gather and review data from student voices that includes 1) student focus groups 2) creating surveys to cultivate student perspectives on issues/goals 3) creating and distributing a student climate survey 4) reviewing data from student voice surveys (5 Essentials and student voice surveys) to solicit feedback about the school, classroom instruction, and promote shared ownership and accountability.

Nov 02, 2020 to Mar 31, 2021 - SVC Lead and Committee

Create space and opportunities for the SVC to share information and gather feedback from students on decisions that impact them through 1) grade level town hall meetings to explain the purpose of a Student Voice Committee and introduce ?Chalk Talk? 2) Conduct a school-wide ?Chalk Talk? (we set categories as root causes and ask students what they think the data says and why they think it is this way) 3) communicate policies or changes in process to students after decisions are already made.

Nov 02, 2020 to Jun 11, 2021 - SVC

Appoint and train SVC student leaders to serve as leaders of change 1) planing and leading school-wide/community events and activities 2) participate in school leadership teams 3) recruit and train new SVC members 4) present at town hall meetings 4) lead their own assessment and score of SEF categories to present to the CIWP team 5) hold student council elections for each grade level 6) SVC will lead PD for staff.

Sep 06, 2021 to Jun 10, 2022 - SVC/Administration

Establish expectations for implementation of CPS student voice curriculum with resources for teachers that outline best practices for developing student voice in the classroom.

Sep 07, 2020 to Oct 30, 2020 - Administration

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

## ESSA Schoolwide Program

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

The CIWP team used various academic achievement data, culture and climate data, program data, and perception data from school staff, parents, and others in the community. The school used a comprehensive root cause analysis of areas of critical need to evaluate all indicators of the school excellence framework (SEF) with evidence. Our comprehensive school excellence framework needs assessment identified the major problem areas that the school needs to address within this CIWP: Depth and Breadth of Student Learning and Quality Teaching and Quality and Character of School Life (MTSS, Curriculum, and Student Voice, Civic Life, and Engagement). Our goals and strategies reflect our school's commitment to mitigating the achievement gap of our priority groups along with growth of our student population with meeting and exceeding state benchmark achievement levels (P/SAT). Our goal is to increase student academic growth on P/SAT which will lead to improving our overall school rating with the state.

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

Our Multi-Tiered System of Supports (MTSS) will provide a framework for delivering high-quality, differentiated instruction and targeted support for all students? academic, social and emotional, and health/wellness needs in all school and classroom settings. The MTSS team along with staff will use a continuum of instructional and social-emotional interventions with targeted, evidenced-based supports, designed to meet the academic and social-emotional needs of our students. The MTSS tiers outline the level and intensity of instructional and social-emotional supports provided to students.continually identify goals, analyze root causes, set forth action steps, as well as evaluate and adjust instruction and interventions to ensure continuous improvement in student performance.

**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.**

Teachers will engage in cycles of inquiry and learning on culturally relevant and sustaining pedagogy in alignment with IB and STEAM programming. Culturally relevant/sustaining curriculum provides opportunities to explore and celebrate student's communities, culture, history, and language. Through our core programming, students will have access to curriculum that is tailored to the strengths, needs, and interests of each student. Teachers will ensure equitable access to effective and rigorous instruction, along with increasing access to culturally responsive resources and rigorous and authentic learning experiences. Teacher will have planning time and PD to ensure curriculum is aligned to expectations of the standards, align units of instruction horizontally and vertically to scope and sequence maps, examine formative data to determine mastery and pace. Departments and TCTS will discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps) that meet CPS and State guidelines for instructional delivery. Teachers will engage all learners in content areas by differentiating and fully integrating opportunities for all learners by integrating opportunities for diverse learners in demonstrating core knowledge and skills, integrate opportunities for English learners to develop academic language to demonstrate mastery, use English and native language development standards, in addition to content standards, to differentiate instruction and assessments for English learners, to ensure meaningful access to content and regardless of English language proficiency, understand research and implement programs to develop native language literacy for English learners, and provide advanced learners with opportunities to extend core knowledge and skills.

**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).**

Our counseling team will be providing mentorship opportunities for students at risk academically and social emotional. Included in our plan is to increase student access to college and career readiness learning and experiences through STEAM and post-secondary. The post-secondary team will partner with grade-level teams to support college and career, Lean/Plan/Succeed starting, and personalized P/SAT practice starting in 9th grade. Our MTSS team will be using the OSEL framework to target SEL Tier 2 and 3 interventions with our culture and climate and attendance team. The Makers Space along with various enrichment programs will serve to innovate teaching and learning for students.

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

Our school attends various hiring fairs throughout CPS; coordinate with HR on areas of staffing needs to elicit candidates from local universities; department heads are part of the recruitment and hiring process; department leads speak to the high quality programming offered along with opportunities for growth to all candidates.

**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.**

Our CIWP has outlined professional development for staff in the areas of IB, STEAM, MTSS, culturally relevant and sustaining pedagogy, and developing student voice in the classroom. Included in the PD will be specific target strategies that meet the needs of our EL, DL, and priority groups. All of our professional development is derived from the International Baccalaureate Organization in which educators can attend both online and face-to-face workshops arranged by IB along with professional development workshops at school facilitated by our IB team. CPS has outlined areas of professional development to support the implementation of the STEAM standards in collaboration with our STEAM specialist. The CPS Office of Teaching and Learning will also be providing ongoing high quality professional development to support our CIWP priorities with a lens on mitigating the achievement gap through equitable practices.

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

MTSS impact on a school?s family engagement primarily occurs in two areas: communication and understanding, as well as use of data. Our school?s ultimate goal is to give parents and families the skills to monitor their students' progress independently, given student-centered data. Our strategies include: strengthening strategies for welcoming all families into the school community (i.e. Parent University, BAC, PAC, LSC, school events and functions); improve two-way communication with teachers, staff, and departments; increase and support ways to celebrate student success with families (awards assemblies, town halls, curricular nights, open house, registration, academic and sporting events); parent/family training and professional development in our CIWP goals (i.e. state of the school, parent university, parent-staff workshops).

**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.

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

Teachers serve in various capacities of the decision making for academic assessments and improving the overall instructional program through the Local School Council, Instructional Leadership Team (ILT), CIWP team, Freshman and Sophomore Success Team, grade-level teams, departments and TCTs, and specialty program teams (i.e. IB, STEAM, EL, DL, and enrichment).

**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.**

Staff will use the MTSS framework and additional supplemental resources to align priorities to outcomes in tracking the growth of all students. Teachers will engage in data cycles (8th grade data, P/SAT, and in other data points) to provide early interventions, activities, and access to supplemental instructional resources to address students areas of need. Teachers and teams will review biweekly on track Network data to inform differentiated Tier 1 instruction in the classroom and evaluating instruction/intervention effectiveness for progress monitoring of Tier 2 and 3 in Aspen.

**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.**

We coordinate with CPS on free and reduced lunch services during and after school, PAC, BAC, LSC, and parent university. Along with out extended parent partnerships training and programming is made available to parents/families. In collaboration with state, CPS, and school based community organizations provide professional development for local educational for school personnel regarding parent and family engagement strategies and disseminating information on best practices focused on parent and family engagement, adult education, training, attendance initiatives, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

## 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.**

Parent representatives will participate in the creation of our school improvement plan. The chair of the LSC and PAC committee will work with CIWP members throughout the creation of the Title I school parent involvement plan and policy.

**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 hold monthly PAC/BAC meetings. PAC meetings are currently held the third Wednesday of each month and we anticipate the continuation of this scheduled meeting time. The Annual meeting was held on 12/4/2019 at 5:00pm and the Organizational Meeting was held on 12/11/2019 at 5:009m.

**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 send a letter out to parents. The school will also use the website, parent portal, and auto-dialer messages to parents to accomplish this goal.

**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.**

We will provide child performance information to parents through open houses and report card pickup.We will also send progress reports home every quarter. State assessment results will be sent directly to parents.

**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.**

The school will send out letters indicating 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.

**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.**

Parents will be informed during parent resource days set up by the PAC . These resource days will be broken down by grade level to enable parents a more direct line to information and actionable results

**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.**

Parents will be informed during parent resource days set up by the PAC . These resource days will be broken down by grade level to enable parents a more direct line to information and actionable results

**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.**

Staff PD throughout the year will address how teachers can better communicate with parents and family as equal partners. Counselors will provide modeling and assistance to classroom teachers in order to strengthen ties between educators and parents. CPS University will provide parents with family programs that build ties with parents and family members.

**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.**

We will continue to collaborate with outside partnerships to create a solid network of individuals and resources dedicated to improving our community.

**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.**

In order to create a solid communication network between all of our stakeholders, we include Spanish and Polish translated copies of parent
correspondence.

## 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.)**

To be the premier neighborhood school of choice ensuring that all students are active, lifelong learners and problem solvers, exceptionally prepared for competitive post-secondary education and careers in the 21st century global community. We will achieve this through collaborative teaching and learning practices that ensure facilitative instruction is engaging, rigorous, relevant and individualized, with the firm conviction that every student can show growth and build perseverance given equitable opportunities to succeed.

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

Report Card Pick November 2020 and April 2021

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

Progress Reports will go out every quarter during the school year. Parents have 24 hours access to student attendance and grades through parent portal. Parents are also encouraged to sign up for the parent portal and educated on its use during report card pickup days. Parents are also shown the dynamic uses of the parent portal including triggers set up to show changes in attendance and academic achievement. Counselors also contact parents to update them on their child's progress in school. Teachers call parents as well.

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

Staff will be available for communication during open houses. Teachers will put contact hours in the syllabus at the start of the school year. Teachers will respond to email and phone correspondence from parents in a timely manner. Parents also have the option of creating a note to attach to grade book to communicate with teachers. Parents can always request parent-teacher conferences on teacher prep periods.

**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.**

The Parent Volunteer Program offers parents direct volunteer opportunities on a daily basis. This will be advertised on the school website and through all parent meetings. The school also encourages parents to shadow their students anytime during the school day including the student's lunch period.

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

The school will offer support staff access to all parents on an ongoing basis. The school provides training to parents on the Parent Portal so that parents can monitor their child's progress and attendance on-line. CPS Parent Univ. offers parent classes that help guide parents on how to assist their children with learning. The post-secondary team meets with parents to advise them on the college application process, financial aid, scholarship writing, etc.

**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 are members of the LSC, PAC, BAC and CIWP teams. The LSC, PAC and BAC meet every third Wednesday of the month at 5pm. The school also communicates with parents via the school website and auto-dialer messages home. Parents communicate with the school usually via e-mail and phone.

**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 offers recognition to students who go above and beyond expectation in regard to academic achievement. Students on the student advisory council help draft proposals and suggestions for how students can own their own academic achievement. Restorative justice practices involve students in peer mediation. The restorative justice team also consults with students to provide them voice in student disciplinary matters.

## 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.**

We are looking to increase the number of parents participating in parent portal usage classes. This will empower them to have instant access to their child's educational and attendance data. We will host various parent courses at our Parent University including computer classes, ESL, and GED. We have a Parent Program where community stakeholders can utilize adult the educational programs being offered. The goal of all our adult programs is to empower parents and community so that they can help increase their own child's academic achievement. We offer classes on a daily basis.

**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. | $1000.00 |
| **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. | $500.00 |
| **53205** | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $1500.00 |
| **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) | $400.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $350.00 |
| **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. | $750.00 |
| **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. | $500.00 |
| **53510** | **Postage**<br>Must be used for parent and family engagement programs only. | $1000.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $1240.00 |
| **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. | $200.00 |

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