

# William Howard Taft High School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/31/2020	all	SEF
02/03/2020	all minus Flores	SEF
02/19/2020	All	Goals and Metrics- Vision Portal
03/02/2020	All	Root Cause Analysis 1
03/11/2020	All	Root Cause Analysis 2
03/25/2020	All	Root Cause Analysis 3
03/30/2020	All	Selected SEF Priorities and create TOA teams.
04/14/2020	Kondos, Martinez, Haralampopoulos, Flores, Greenblatt	SEF Priority: Curriculum
04/14/2020	Hindmand, Render, Powitz, Flores, Greenblatt	SEF Priority: MTSS
04/15/2020	Niebaum, Hayes, Flores, Greenblatt	SEF Priority: Instruction
04/15/2020	Cohen, Nicholas, Flores, Greenblatt	SEF Priority: Student Voice
04/21/2020	Kondos, Martinez, Haralampopoulos, Flores, Greenblatt	SEF Priority: Curriculum
04/21/2020	Hindmand, Render, Powitz, Flores, Greenblatt	SEF Priority: MTSS
04/22/2020	Niebaum, Hayes, Flores, Greenblatt	SEF Priority: Instruction
04/22/2020	Cohen, Nicholas, Flores, Greenblatt	SEF Priority: Student Voice
04/24/2020	All	Theories of Action Review
04/29/2020	All	Theories of Action: Staff Presentation Planning
05/06/2020	All	SEF Priority Action Planning

## 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
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** House structures provides TFA the ability to provide feedback
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Have made significant process in the "is it working" areas but need to improve the data strategy follow up process Use of summit research to link back to our peer cycle observations Individual choice of teacher on PD days Looking at student work structure is well developed. LSC only approves budget based on CWIP EL funds used specifically for EL instruction only Have made significant process in the "is it working" areas but need to improve the data strategy follow up process Use of summit research to link back to our peer cycle observations

Individual choice of teacher on PD days Looking at student work structure is well developed. LSC only approves budget based on CWIP EL funds used specifically for EL instruction only Continuously refine interview process- includes department chairs, teachers, Partnership with Loyola for student observer to student teacher to teacher pipeline Need to improve new teacher mentor program Diversity of staff continues to be a concern

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Reworking of Lang & Lit Junior level curriculum to be more culturally representative of the student population. IB MYP guides the horizontal and vertical scope and sequence. Curriculum is aligned to CCSS, NGSS, SAT, IBDP, AP, Dual Credit.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Targeted Area of Instruction has maintained focus on student discourse for 3 years, moving into questioning and formative feedback.
- 3 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 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
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Summative Assessments reflect the shifts in content areas. TCTs regularly review formative assessments to standardize grading and reflect on instruction. Teachers use P/SAT data to make instructional decisions.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 4 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)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 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:** Strong MTSS protocols in place for behavioral issues; stronger systems needed for academic tier 2 and tier 3 interventions and progress monitoring.
- 3 - Transitions, College & Career Access, & Persistence
  - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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

- **Evidence:** Strong Freshman Connection/Orientation programming. All students have access to college preparatory curriculum. Programming shifts to make sure students are placed in most rigorous courses. Counseling push in lessons to all students. College application process is strong for some students.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Counselors push in to teach SEL lessons to all students. Restorative practices are in place with teachers and deans. Teachers regularly collaborate. There is shared leadership with department chairs, coordinators, house leads, TCT leads, PLC leads, Leadership Team (all department chairs), active PPLC (lead PD).
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Some I&S teachers do voter registration drives. Most teachers tackle difficult topics. Student groups (like GSA) are empowered to present to classmates. Student voice in setting school policies (dress code), elective choice, etc. Mayoral visit, other politician visits, student election judges.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Annual climate and student respect survey results are mostly agree and strongly agree that students feel safe at school. Restorative practices are in place but have room for improvement for consistency across the two campuses.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Positive school-wide expectations around phones and tardies. Some teachers having restorative conversations, deans are all trained in using restorative conversations. School has a standardized process for documenting misconducts.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Building access for community events, elementary schools, etc. is routine and regular. House meetings at TFA include parents (two-way communication). Attendance team conducts home visits. Extensive partnerships with community agencies, organizations, colleges/universities, Goodman Theater, Chicago River, etc.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1



Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	PSAT and SAT growth and attainment - All students
Root Cause 1	Curriculum and Instruction is not consistently aligned to SAT
Area of Critical Need 2	PSAT and SAT growth and attainment - Latinx students
Root Cause 2	Lack of targeted engagement of Latinx students in academic and student life.
Area of Critical Need 3	PSAT and SAT growth and attainment - students with IEPs
Root Cause 3	Lack of shared ownership for all teachers and low expectations as a school community for students with IEPs.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate  We chose this metric because we know that student attendance is critical to all of the other metrics and we want to consistently be above 90% attendance.	Students with IEPs		91.00	93.00
	Overall		93.00	95.00
Vision: Freshman On-Track  We chose this metric because FOT sets students up for success for all 4 years. We want to ensure we achieve 90%+ and stay that way, as this will also impact 4-year graduation.	Latinx		86.00	88.00
	Overall		90.00	92.00
SQRP: PSAT10 Annual Growth Percentile-Math  We chose this metric because changes in the Math curriculum and course sequence are necessary, and the percentile of our Latinx student group is alarmingly low.	Latinx		20.00	30.00
	Overall		30.00	40.00
SQRP: PSAT10 Annual Growth Percentile-Reading  We chose this metric because the drop in growth at the sophomore level impacts the SAT cohort growth.	Overall		20.00	30.00
SQRP: SAT Cohort Growth Percentile  We chose this metric because it has been consistently low over the past couple of years. We know that we need to continue to work on alignment to P/SAT at all grade levels, while closing the gap between our overall and Latinx student groups.	Latinx		30.00	40.00
	Overall		40.00	50.00

## Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> We dropped from Organized to Moderately Organized and will focus on teacher participation to get a better sample group.				90.00	92.00

### Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
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## Strategies

### Strategy 1

If we do...	If we implement a challenging, culturally responsive IB curriculum with clear standardized learning outcomes that connect the depth and breadth of content knowledge to the development of relevant skills for students to progress through established vertical alignment benchmarks,
Then we see...	then we will see consistent alignment in assessments, units, and instructional tasks by course with the IB Approaches to Teaching and Learning
which leads to...	which will lead to better student outcomes on standards-based assessments, AP exams, and IBDP exams
Budget Description	Planning time for TCTs/Departments needing the most adjustments (i.e. shift to IM); ongoing funding for release time (subs) or extended day for curriculum writing IB Training for new staff; Category 3 training for experienced staff Increase department planning time (flex schedule) IB Coordinators (new) - Prioritize Curriculum and Instruction experience; previous IB experience
Tags	Curriculum, MGIB: IB
Action steps	<ul style="list-style-type: none"> <li>(Not started) Curriculum and Instruction Survey for all staff</li> </ul> Tags: <ul style="list-style-type: none"> <li>(Not started) CIWP team meets with department chairs, TCT leads, then TCTs/individual teachers to complete</li> </ul> Tags:

	<ul style="list-style-type: none"> <li>• (Not started) Use survey results to prioritize summer planning; set schedule and communicate with teams</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Hire two new IB MYP Coordinators</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Collaborate with IB MYP coordinators to create curriculum feedback system for SY21.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Curriculum feedback from Student Advisory Group</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	If we explicitly link our IB Approaches to Teaching with assessed standards to increase inquiry-based learning and metacognitive discourse and use aligned formative and summative assessment data to accurately measure student learning related to each relevant standard
Then we see...	then we will see more actionable adjustments in our approaches to teaching
which leads to...	which over time will lead to better student outcomes on standards-based assessments
Budget Description	Professional learning around skill-based tasks vs. content-based tasks. How to create, how to MEASURE, how to adjust. Human resources: Ongoing instructional coaching for RA for teachers that have been trained. Investment in making sure all core and DL teachers are RA trained. Professional learning/Time for teachers to break down the standards, determine how to teach, how to measure.
Tags	Instruction, MGIB: IB
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create professional learning schedule for SY21 of TCT and flex time.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Update list of Reading Apprenticeship trained teachers in each TCT/grade level</li> </ul> <p>Tags:</p>

	<ul style="list-style-type: none"> <li>• (Not started) Identify staff as potential instructional coaches in each department Tags:</li> <li>• (Not started) Identify and fund instructional coaching training for identified staff Tags:</li> <li>• (Not started) Implement Instructional coaching model in second semester Tags:</li> <li>• (Not started) Evaluate instructional coaching model and make adjustments for SY22 Tags:</li> <li>• (Not started) Provide Instructional Rounds training for department chairs, coordinators, TCT leads to lead in SY21 Tags:</li> <li>• (Not started) Complete quarterly Instructional Rounds across both campuses to inform instructional "problem of practice" and teacher-led PD for SY21 and SY22 Tags:</li> </ul>
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**Strategy 3**

If we do...	If we -leverage the IB ATLs to create-have clear, comprehensive, measureable systems and structures for Tier 1, 2, and 3 academic supports that students, parents, and teachers can articulate,
Then we see...	then we will see more students on track, students with higher GPAs, and higher cohort growth from year to year on standardized assessments
which leads to...	which will lead to an increase in enrollment in academically challenging courses and a gradual increase in college persistence. Students leave Taft seeing the value in being a life-long learner as an IB World School graduate.
Budget Description	Goal of MTSS is to provide supports for students to meet the level of rigor not to lower the rigor to meet the students. Explicit training in the IB Approaches to Learning for teachers and students (comprehensive Tier 1)
Tags	MGIB: IB, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create House Structure for 10th grade at VC</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Determine SOT Lead/Facilitator</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Set up House systems and structures at VC for SY21.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Student Focus group to identify tier 1, 2, and 3 supports that are most beneficial</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Identify how and when to identify successful tiered supports currently in place.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Create TCT agenda/presentation and collection tool of successful supports at each level</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Generate list of successful tiered supports to share/provide PD on</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Visit House and TCT meetings to identify and collect successful tiered supports</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Include SEL/IB ATL training in professional learning plan for SY21</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Create IB ATL Horizontal/Vertical Plan</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Create calendar of SEL/ATL/IB Learner Profile lessons for each month in each course</li> </ul> <p>Tags:</p>
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**Strategy 4**

If we do...	If we explicitly include civic engagement opportunities in all courses across content and grade levels and provide curricular opportunities for students to explore and develop their personal and cultural identities,
Then we see...	Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond
which leads to...	which leads to an actualization of our school mission and vision. "Educating Global Citizens. Create a Better World"
Budget Description	
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create student curriculum advisory group Tags: Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Identify students for focus groups; create a "student profile" or guidance to identify students; share with teachers/TCTs Tags:</li> <li>• (Not started) Student Focus Groups: Determine how/why, who, when, for what purpose Tags:</li> <li>• (Not started) Hold initial focus group meeting/orientation for identified students Tags:</li> <li>• (Not started) Student Interviews: Determine why/how, who, when, for what purpose Tags:</li> <li>• (Not started) Create comprehensive service learning/civic action plan in the curriculum in all content areas/grade levels Tags:</li> <li>• (Not started) Meeting with all involved stakeholders (service learning leads, CAS, IB MYP PP, Civics lead, etc.) Tags:</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Create timeline/roll out plan starting with I&amp;S to other departments</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Identify list of current and possible community partnerships</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Curriculum and Instruction Survey for all staff

May 06, 2020 to May 29, 2020 - CIWP Curriculum Team (Haralampopoulos, Kondos, Brauer, Martinez)

CIWP team meets with department chairs, TCT leads, then TCTs/individual teachers to complete

Jun 01, 2020 to Jun 05, 2020 - CIWP Curriculum Team (Haralampopoulos, Kondos, Brauer, Martinez)

Use survey results to prioritize summer planning; set schedule and communicate with teams

Jun 08, 2020 to Jun 19, 2020 - CIWP Curriculum Team (Haralampopoulos, Kondos, Brauer, Martinez); Greenblatt

Hire two new IB MYP Coordinators

May 08, 2020 to Jun 05, 2020 - Greenblatt & Flores

Collaborate with IB MYP coordinators to create curriculum feedback system for SY21.

Jun 15, 2020 to Jul 31, 2020 - Greenblatt; IB MYP Coordinator

Curriculum feedback from Student Advisory Group

Oct 05, 2020 to Dec 18, 2020 - Greenblatt & Flores; Nicholas/Cohen (Student Voice CIWP leads)

### Strategy 2

Create professional learning schedule for SY21 of TCT and flex time.

Jul 15, 2020 to Aug 07, 2020 - Greenblatt; Niebaum; Hayes

Update list of Reading Apprenticeship trained teachers in each TCT/grade level



Aug 17, 2020 to Sep 18, 2020 - Greenblatt/Niebaum

Identify staff as potential instructional coaches in each department

Jul 01, 2020 to Sep 15, 2020 - Greenblatt/Flores

Identify and fund instructional coaching training for identified staff

Jul 01, 2020 to Oct 30, 2020 - Flores

Implement Instructional coaching model in second semester

Feb 01, 2021 to Jun 11, 2021 - Greenblatt/Flores

Evaluate instructional coaching model and make adjustments for SY22

Jun 15, 2020 to Jun 30, 2020 - Greenblatt/Flores

Provide Instructional Rounds training for department chairs, coordinators, TCT leads to lead in SY21

Aug 03, 2020 to Aug 28, 2020 - Greenblatt/Flores

Complete quarterly Instructional Rounds across both campuses to inform instructional "problem of practice" and teacher-led PD for SY21 and SY22

- ILT/Greenblatt/Flores

### **Strategy 3**

Create House Structure for 10th grade at VC

May 01, 2020 to May 15, 2020 - Flores; Villasenor

Determine SOT Lead/Facilitator

May 15, 2020 to Jul 01, 2020 - Admin Team (Flores, Hess, Greenblatt)

Set up House systems and structures at VC for SY21.

Jul 01, 2020 to Jul 31, 2020 - SOT lead (TBD); Render

Student Focus group to identify tier 1, 2, and 3 supports that are most beneficial

Oct 01, 2020 to Dec 18, 2020 - Nicholas/Cohen/Hess/Render

Identify how and when to identify successful tiered supports currently in place.

May 06, 2020 to May 07, 2020 - CIWP MTSS team

Create TCT agenda/presentation and collection tool of successful supports at each level

May 06, 2020 to May 20, 2020 - CIWP MTSS team

Generate list of successful tiered supports to share/provide PD on

May 06, 2020 to May 29, 2020 - Strauss/CIWP MTSS team

Visit House and TCT meetings to identify and collect successful tiered supports

May 06, 2020 to May 20, 2020 - Render

Include SEL/IB ATL training in professional learning plan for SY21

Jul 01, 2020 to Aug 07, 2020 - Greenblatt/CIWP MTSS team

Create IB ATL Horizontal/Vertical Plan

Jul 01, 2020 to May 28, 2021 - IB MYP Coordinator (TBD)

Create calendar of SEL/ATL/IB Learner Profile lessons for each month in each course

Aug 03, 2020 to Dec 18, 2020 - IB MYP coordinator/TCT leads/Dept coordinators and chairs

#### **Strategy 4**

Create student curriculum advisory group

Oct 01, 2020 to Oct 30, 2020 - CIWP Student Voice Team

Identify students for focus groups; create a "student profile" or guidance to identify students; share with teachers/TCTs

May 06, 2020 to May 29, 2020 - Nicholas and Cohen

Student Focus Groups: Determine how/why, who, when, for what purpose

Jun 01, 2020 to Jun 19, 2020 - Nicholas, Cohen, Greenblatt

Hold initial focus group meeting/orientation for identified students

Jun 01, 2020 to Jun 19, 2020 - Cohen, Nicholas, Greenblatt

Student Interviews: Determine why/how, who, when, for what purpose

Jun 01, 2020 to Jun 19, 2020 - Cohen, Nicholas, Greenblatt

Create comprehensive service learning/civic action plan in the curriculum in all content areas/grade levels

Jul 01, 2020 to Aug 14, 2020 - CIWP Student Voice Team

Meeting with all involved stakeholders (service learning leads, CAS, IB MYP PP, Civics lead, etc.)

Jun 01, 2020 to Jun 19, 2020 - Greenblatt

Create timeline/roll out plan starting with I&S to other departments

Jul 01, 2020 to Oct 01, 2020 - CIWP Student Voice Team

Identify list of current and possible community partnerships

Jun 01, 2020 to Jul 31, 2020 - Cohen and Nicholas

## Fund Compliance

### ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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

### ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

(Blank)

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

(Blank)

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## **ESSA Targeted Assistance Program**

## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

n/a

**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**

n/a

**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.**

Taft High School is committed to continuing to partner with parents. Any feedback that communicated with the principal, faculty or staff will be discussed with the appropriate school-based team and evaluated for the feasibility of implementation.

**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.**

Taft High School will continue to share information with parents on all standardized assessments via electronic communication. Schoolwide data will be shared on the website and during LSC meetings as it becomes available.

**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.**

Highly Qualified Staffing will continue to be one of Taft High School's highest priorities. If a teacher is deemed as not highly qualified, parents will be notified via mail.

**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.**

n/a

**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.**

Taft will share resources with parents and families as the become available.

**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.**

Taft High School will continue to share best practices with staff regarding parents/family outreach.

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

N/A

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

Taft High School will continue to utilize the Tafths.org website to post important and relevant information to parents and families.

### **Policy Implementation Activities**

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

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

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

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

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

n/a

## School-Parent Compact (Complete)

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

Educating global citizens to create a better world.

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

Parent Teacher Conferences are currently scheduled for November 19, 2020 and April 22, 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.**

In addition to Quarterly Report Cards, parents will be emailed progress reports/BAG reports at weeks 5,15,25 and 35.

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

Parents will have the ability to send teachers an email directly from our website. Contact information will also be shared with parents at the beginning of the year by each teacher.

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

Parents will be invited to participate in school activities directly by teachers. Other volunteer opportunities will be shared at LSC meetings and on the website.

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

Parents will have access to information on the Parent Portal.

**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 have a access to the principal, via the ask the principal page on the website, email, phone and at monthly LSC meetings.

**The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).**

Students will continue to be encouraged to be present, engage, and participate everyday. Students will continue to be provided tier 1,2,3 supports to encourage maximum engagement.

### Parent Budget (Complete)

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

N/A

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

**Account(s)**

**Description**

**Allocation**

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



<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00