Uplift Community High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Tyrese Graham	Principal	tlgraham@cps.edu	Has access
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Katherine Ford	School Counselor	kford19@cps.edu	No Access
Robert Wallace	Director of Culture and Climate	rwallace4@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/06/2020	All	SEF

Framework

Category scoring

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

Subcategory scoring

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

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: See: Titan Times, School-wide professional learning calendar, popin observations forms, PD documents.
- 3 - Structure for Continuous Improvement
    - o 3 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 3 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 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
    - 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**:

Depth and Breadth of Student Learning and Quality Teaching

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

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

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

Quality and Character of School Life

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

- o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 3 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 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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**:
- 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 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
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	3
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Physical and Emotional Safety	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	9th Grade PSAT Growth (Reading and Math)
Area of Critical Need 2	Percentage of Students Meeting College Readiness Benchmarks
Area of Critical Need 3	SAT Annual Growth-Reading
Area of Critical Need 4	SAT Annual Growth-Math
Area of Critical Need 5	Family and Community Involvement

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: PSAT 9 Annual Growth Percentile	Overall		40.00	45.00
While we experienced impressive growth at the 10th grade level, our 9th grade PSAT growth was only at the 2%ile.				
Vision: College Readiness SAT	Overall		20.00	35.00
Only 3.2% of students have met college readiness benchmarks.				
SQRP: SAT Cohort Growth Percentile	Overall		30.00	40.00
We are currently at the 3%ile for SAT Cohort growth				
SQRP: SAT Annual Growth Percentile-Reading	Overall		40.00	45.00
(Blank)				
(Blank)				

Required metrics (Highschool) (67% complete)

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

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...	assessment and utilize students? current academic and literacy levels and provide differentiated support
Then we see...	students building upon and mastering skills slightly beyond their zones of proximal development
which leads to...	substantial student growth as measured by the PSAT/SAT and/or DLM-AA.
Budget Description	
Tags	
Action steps	• (Not started) Provide professional learning around interpreting NWEA scores for incoming 9th grade students to faculty and staff (e.g. RIT, Learning Continuum and Norm Chart References). Tags: • (Not started) Provide professional learning around interpreting PSAT/SAT data for rising 10th and 11th grade students to faculty and staff (e.g. Skills Insight, College Readiness Benchmarks, etc.). Tags: • (Not started) Provide professional learning around interpreting DLM-AA data for special education students to DL faculty and staff. Tags: • (Not started) Provide professional learning and tools for teachers to effectively group students for instruction. Tags: • (Not started) Create a structure for sharing instructional data and student progress vertically and horizontally across courses. Tags: • (Not started) Conduct regular data check-in meetings with teachers to review their differentiation and grouping strategies.

Tags:

- (Not started) Create flexible instructional groupings based on students academic proficiency for each unit of instruction.

  Tags:

- (Not started) Create differentiated PD for teachers in RA strategies during FLEX PD .

  Tags:

- (Not started) Provide RA feedback for teachers during pop ins and learning walks.

  Tags:

- (Not started) Provide teachers with PD on how to write Informational/Expository text based on discipline.

  Tags:

- (Not started) Create school-wide literacy (reading and writing) strategies to be utilized by students on a regular basis.

  Tags:

- (Not started) Review and refine instructional strategies through the LASW and Tuning Protocols Protocol in Dept. meetings in five week learning cycles.

  Tags:

- (Not started) Collaborate with staff to identify an intervention for struggling readers with reading specialist.

  Tags:

- (Not started) Purchase subscription to Unique Curriculum for the Uplift Cluster team

  Tags:

- (Not started) Provide cluster teachers with PD on how to use the Unique curriculum and assessment tools to maximize student growth.

  Tags:

	• (Not started) Assess students phonemic awareness and purchase curricular pieces to support the development of these skills. Tags: • (Not started) Provide differentiation PD for cluster teachers (Multiple means of representation) Tags: • (Not started) Create a detracked academic program during the 9th and 10th grade year to build community and allow students to learn with and from their peers. Tags:

Strategy 2

If we do...	structure our course curriculum around culturally relevant and rigorous project-based units of instruction
Then we see...	higher levels of student engagement and cognition
which leads to...	increased mastery of standards and student academic outcomes.
Budget Description	
Tags	ECCE: Early College STEM Schools
Action steps	• (Not started) Provide feedback on unit plans regarding rigor and culturally relevant pedagogy in department meetings Tags: • (Not started) Provide training for teachers on the Engineering Design Cycle. Tags: • (Not started) Provide professional learning around the STEAM Standards for Success (Instructional Approach) to teachers as a part of our PD Cafe Series. Tags: • (Not started) Teachers will receive professional learning and feedback on the use of collaboration during instruction in admin pop ins, learning walks, and SEL walks.

Tags:

- (Not started) Provide PD for teachers on PBL (e.g. Discovery)

  Tags:

- (Not started) Develop indicators for success on high quality PBL implementation at Uplift so that teachers can self- and peer-assess units of instruction.

  Tags:

- (Not started) Teachers will engage in peer observations to learn from each others practice around PBL and provide peer-feedback.

  Tags:

- (Not started) Engage in cross-team and inter-departmental unit plan design that ensures appropriate alignment of skills and standards and engages students in trans-disciplinary tasks.

  Tags:

- (Not started) Conduct a task analysis and review of school-wide scope and sequence documents to ensure vertical and horizontal alignment

  Tags:

- (Not started) Use departments to identify how standards are culturally relevant to students and STEAM in order to create driving questions that will guide inquiry throughout projects.

  Tags:

- (Not started) Identify opportunities within current instructional offerings to enhance and/or introduce culturally relevant inquiry.

  Tags:

- (Not started) Update the professional learning calendar to provide teachers with safe practice and analysis of instructional practices of PBL

  Tags:

- (Not started) Design at least one unit of instruction each semester that allows students to produce and authentic work task as their summative demonstration of mastery.

  Tags:

- (Not started) Provide faculty and staff with alignment/cross-walk of SCS, STEAM and Democracy Schools initiatives and indicators as they relate to culturally relevant PBL instruction.

  Tags:

- (Not started) Create a master schedule that allows for art instructors to collaborate routinely with teachers in other departments for authentic art integration into PBL unit of instruction.

  Tags:

- (Not started) Assign an arts instructor (visual or performing) to work with departments on arts integration within their PBL units of instruction.

  Tags:

- (Not started) Purchase technology and assign to students to produce a one-to-one device atmosphere.

  Tags:

- (Not started) Assign student devices yearly to students.

  Tags:

- (Not started) Create an opening unit in each course that grounds the learning in "Susteamabiliy" for the year.

  Tags:

- (Not started) Expand computer science offerings to include a second year elective.

  Tags:

- (Not started) Create a full-time visual arts position.

  Tags:

- (Not started) Implementation of earned honors in 9th and 10th grades that will allow students to complete projects that require DOK 4 and authentic synthesis to earn honors credit for a course of study.

  Tags:

- (Not started) Provide professional learning on use of the FUSE studio and integration into traditional disciplines.

	Tags:

Strategy 3

If we do...	create opportunities for authentic parent and community involvement at Uplift and provide the resources and support our community needs to fully engage in the education process
Then we see...	a higher level of community ownership of the Uplift school experience
which leads to...	more families selecting Uplift as their school of choice and higher retention of our current student body.
Budget Description	
Tags	Family & Community Engagement, STE(A)M Schools: Family & Community Engagement (SSS7)
Action steps	(Not started) Create quarterly school-wide events to engage the families and community with offerings and happenings at UCHS Tags: (Not started) Create biannual expos to highlight different topics in social justice Tags: (Not started) Create biannual expos to highlight different topics in social justice which incorporate trans-disciplinary PBL projects Tags: (Not started) Provide after school offerings to local elementary schools through CSI, e.g. combine FUSE and Girls Who Code programs. Tags: (Not started) Use the FUSE lab during quarterly events to showcase student learning and provide simulations that are hands-on a STEAM focused and aligned. Tags: (Not started) Create a comprehensive monthly newsletter with calendar, events, and updates from UCHS to all stakeholders. Tags:

- (Not started) Conduct quarterly assemblies that showcase student talent and achievements.

  Tags:

- (Not started) Invite feeder schools and community to select quarterly events.

  Tags:

- (Not started) Create resource opportunities from community partners for families based on needs assessment.

  Tags:

- (Not started) Create parenting guilds (e.g. facility improvements, field trip support, recruitment, etc.) that allow parents to sign up and volunteer in areas that are of interest to them and that align to their skill sets.

  Tags:

- (Not started) Schedule an annual Day of Service to give back to provide resources and support to Uplift.

  Tags:

- (Not started) Create and host a small schools high school fair.

  Tags:

- (Not started) Host community education/job fair events on an annual basis.

  Tags:

- (Not started) Work with local colleges and universities to offer evening GED courses for parents and community members.

  Tags:

- (Not started) Work with local colleges and universities to offer ESL courses for non-English speaking parents and community members.

  Tags:

- (Not started) Provide online resources for parents and community members to access information more readily (e.g. video recording of events and meetings, minutes, etc.)

  Tags:

Action Plan

Strategy 1

Provide professional learning around interpreting NWEA scores for incoming 9th grade students to faculty and staff (e.g. RIT, Learning Continuum and Norm Chart References).

Jul 01, 2020 to Aug 31, 2020 - Admin and ILT

Provide professional learning around interpreting PSAT/SAT data for rising 10th and 11th grade students to faculty and staff (e.g. Skills Insight, College Readiness Benchmarks, etc.).

Sep 01, 2020 to Nov 30, 2020 - Admin and ILT

Provide professional learning around interpreting DLM-AA data for special education students to DL faculty and staff.

Sep 01, 2020 to Nov 30, 2020 - Admin and ODLSS (Mark or Christine?)

Provide professional learning and tools for teachers to effectively group students for instruction.

Sep 01, 2020 to Nov 30, 2020 - Admin and ILT

Create a structure for sharing instructional data and student progress vertically and horizontally across courses.

Jun 01, 2020 to Aug 01, 2020 - Admin

Conduct regular data check-in meetings with teachers to review their differentiation and grouping strategies.

Sep 02, 2019 to Jul 01, 2022 - Admin

Create flexible instructional groupings based on students academic proficiency for each unit of instruction.

Sep 01, 2020 to Nov 30, 2020 - Teachers

Create differentiated PD for teachers in RA strategies during FLEX PD .

Jul 01, 2020 to Aug 14, 2020 - Admin

Provide RA feedback for teachers during pop ins and learning walks.

Sep 01, 2020 to Nov 30, 2020 - Teachers and ILT

Provide teachers with PD on how to write Informational/Expository text based on discipline.

Jan 25, 2021 to Feb 26, 2021 - Literacy Lead

Create school-wide literacy (reading and writing) strategies to be utilized by students on a regular basis.

Feb 01, 2021 to Jun 30, 2021 - ILT

Review and refine instructional strategies through the LASW and Tuning Protocols Protocol in Dept. meetings in five week learning cycles.

Sep 02, 2019 to Jun 30, 2021 - Teachers

Collaborate with staff to identify an intervention for struggling readers with reading specialist.

Sep 01, 2020 to Dec 18, 2020 - ILT

Purchase subscription to Unique Curriculum for the Uplift Cluster team

Jul 01, 2020 to Jul 31, 2020 - Admin/ Clerk

Provide cluster teachers with PD on how to use the Unique curriculum and assessment tools to maximize student growth.

Aug 03, 2020 to Aug 31, 2020 - Admin

Assess students phonemic awareness and purchase curricular pieces to support the development of these skills.

Sep 01, 2020 to Nov 30, 2020 - Admin/ Clerk, Teachers

Provide differentiation PD for cluster teachers (Multiple means of representation)

Aug 03, 2020 to Sep 30, 2020 - Admin w/ ODLSS

Create a detracked academic program during the 9th and 10th grade year to build community and allow students to learn with and from their peers.

May 29, 2020 to Jul 30, 2020 - Admin

Strategy 2

Provide feedback on unit plans regarding rigor and culturally relevant pedagogy in department meetings

Sep 02, 2019 to Jun 30, 2022 - Departments

Provide training for teachers on the Engineering Design Cycle.

Sep 01, 2020 to Nov 30, 2020 - Admin

Provide professional learning around the STEAM Standards for Success (Instructional Approach) to teachers as a part of our PD Cafe Series.

Sep 01, 2020 to Nov 30, 2020 - Admin

Teachers will receive professional learning and feedback on the use of collaboration during instruction in admin pop ins, learning walks, and SEL walks.

Sep 03, 2018 to Jun 30, 2022 - CCLT and ILT

Provide PD for teachers on PBL (e.g. Discovery)

Apr 01, 2021 to Jun 30, 2021 - Admin & STEAM Team

Develop indicators for success on high quality PBL implementation at Uplift so that teachers can self- and peer-assess units of instruction.

Sep 01, 2021 to Nov 30, 2021 - ILT

Teachers will engage in peer observations to learn from each others practice around PBL and provide peer-feedback.

Sep 01, 2021 to Jun 30, 2022 - Teachers

Engage in cross-team and inter-departmental unit plan design that ensures appropriate alignment of skills and standards and engages students in trans-disciplinary tasks.

Apr 01, 2021 to Jun 30, 2021 - Teachers

Conduct a task analysis and review of school-wide scope and sequence documents to ensure vertical and horizontal alignment

Sep 01, 2021 to Nov 30, 2021 - ILT

Use departments to identify how standards are culturally relevant to students and STEAM in order to create driving questions that will guide inquiry throughout projects.

Apr 01, 2021 to Jun 30, 2021 - Departments

Identify opportunities within current instructional offerings to enhance and/or introduce culturally relevant inquiry.

Apr 01, 2021 to Jun 30, 2021 - Teachers

Update the professional learning calendar to provide teachers with safe practice and analysis of instructional practices of PBL

Jun 30, 2020 to Aug 31, 2020 - Admin & ILT

Design at least one unit of instruction each semester that allows students to produce and authentic work task as their summative demonstration of mastery.

Apr 01, 2021 to Jun 30, 2021 - Teachers

Provide faculty and staff with alignment/cross-walk of SCS, STEAM and Democracy Schools initiatives and indicators as they relate to culturally relevant PBL instruction.

Sep 01, 2020 to Nov 30, 2020 - Admin, STEAM Team and SCS

Create a master schedule that allows for art instructors to collaborate routinely with teachers in other departments for authentic art integration into PBL unit of instruction.

Apr 01, 2021 to Jun 30, 2021 - Admin

Assign an arts instructor (visual or performing) to work with departments on arts integration within their PBL units of instruction.

Apr 01, 2021 to Jun 30, 2021 - Admin

Purchase technology and assign to students to produce a one-to-one device atmosphere.

Jun 30, 2020 to Aug 31, 2020 - Admin

Assign student devices yearly to students.

Aug 03, 2020 to Aug 31, 2021 - Technology Assistant

Create an opening unit in each course that grounds the learning in "Susteamabiliy" for the year.

Apr 01, 2020 to Aug 31, 2020 - Teachers

Expand computer science offerings to include a second year elective.

Apr 01, 2020 to Jul 31, 2020 - Admin

Create a full-time visual arts position.

May 01, 2020 to Jul 31, 2020 - Admin

Implementation of earned honors in 9th and 10th grades that will allow students to complete projects that require DOK 4 and authentic synthesis to earn honors credit for a course of study.

Sep 02, 2019 to Jun 30, 2021 - Teachers

Provide professional learning on use of the FUSE studio and integration into traditional disciplines.

Apr 01, 2021 to Aug 31, 2021 - Youth Guidance

Strategy 3

Create quarterly school-wide events to engage the families and community with offerings and happenings at UCHS

Apr 01, 2020 to Aug 31, 2020 - Community Engagement Specialist, CSI, KL

Create biannual expos to highlight different topics in social justice

Jul 01, 2020 to Aug 31, 2021 - StuCo/SVC

Create biannual expos to highlight different topics in social justice which incorporate trans-disciplinary PBL projects

Jul 01, 2021 to Jun 30, 2022 - StuCo/SVC

Provide after school offerings to local elementary schools through CSI, e.g. combine FUSE and Girls Who Code programs.

Sep 01, 2020 to Nov 30, 2020 - CSI, Community Engagement Specialist

Use the FUSE lab during quarterly events to showcase student learning and provide simulations that are hands-on a STEAM focused and aligned.

Dec 01, 2020 to Mar 30, 2021 - CSI, Community Engagement Specialist

Create a comprehensive monthly newsletter with calendar, events, and updates from UCHS to all stakeholders.

Sep 02, 2019 to Jun 30, 2022 - Community Engagement Specialist

Conduct quarterly assemblies that showcase student talent and achievements.

Sep 02, 2019 to Jun 30, 2022 - Community Engagement Specialist & Counselor

Invite feeder schools and community to select quarterly events.

Sep 01, 2020 to Nov 30, 2020 - Community Engagement Specialist

Create resource opportunities from community partners for families based on needs assessment.

Sep 01, 2020 to Nov 30, 2020 - Community Engagement Specialist, CSI, KL

Create parenting guilds (e.g. facility improvements, field trip support, recruitment, etc.) that allow parents to sign up and volunteer in areas that are of interest to them and that align to their skill sets.

Apr 01, 2021 to Jun 30, 2021 - Community Engagement Specialist

Schedule an annual Day of Service to give back to provide resources and support to Uplift.

Apr 01, 2021 to Jun 30, 2021 - Admin & Community Engagement Specialist

Create and host a small schools high school fair.

Sep 01, 2020 to Nov 30, 2020 - Community Engagement Specialist

Host community education/job fair events on an annual basis.

Apr 01, 2021 to Jun 30, 2021 - Admin & Community Engagement Specialist

Work with local colleges and universities to offer evening GED courses for parents and community members.

Aug 02, 2021 to Nov 30, 2021 - Admin & Community Engagement Specialist

Work with local colleges and universities to offer ESL courses for non-English speaking parents and community members.

Aug 02, 2021 to Nov 30, 2021 - Admin & Community Engagement Specialist

Provide online resources for parents and community members to access information more readily (e.g. video recording of events and meetings, minutes, etc.)

Sep 01, 2020 to Nov 30, 2020 - Technology Assistant

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.

Yes

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

Yes

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.

Yes

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).

Yes

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

Ongoing recruitment each year through the district's Opportunity Schools program. Established relationships with Loyola University Chicago and Northwestern University. Participation in teacher training programs.

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.

Yes

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

Yes

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

N/A

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

Yes

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.

Yes

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.

Yes

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.

Yes. The Principal holds an annual Title I Informational Meeting. After that meeting, the ESSA Parent Advisory Council hosts an Annual Organizational
Meeting to select officers for the current school year and create/approve the parent involvement budget. The PAC meets regularly throughout the school
year and administration attends those meetings.

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

Yes. The ESSA hosts an Annual Meeting to select officers for the current school year and create/approve the budget. The ESSA Parental Involvement
Policies and other required information is discussed. The Title 1 PAC Organizational Meeting for the 2020-21 School Year (TBD) in the Uplift High School
Library.
The Title 1 Annual Meeting for 2020-2021 School Year will be October 6, 2020 in the Uplift High School Library.

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.

Yes. Regular evening PAC meetings are held for parents and administration involves the parents in decisions about the education of their children. The PAC
Chair will have a monthly standing agenda item of "Parent Suggestions". Those suggestions will be discussed with administration. Administration will respond
to those suggestions in person and/or via the school's website.
Yes. The Principal hosts an annual Title I meeting at which she provides all the relevant Title I documents and explains the Title I program in a parent-friendly
manner.

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.

Administration will send home student results on the state assessment. Also, monthly meetings are held throughout the school year. Information will also be
posted on the school's website.

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.

All Uplift Teachers are Highly Qualified. The letters are sent home requesting parents to notify the school if they wish for the final list.

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.

Uplift will host grade level meetings with parents in addition to Report Card Pick up Nights.

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.

Uplift will hosts Parent Workshops/Training along with Kuumba Lynx and Youth Guidance.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

During regularly scheduled meetings, workshops, and trainings Uplift will work with parents as equal partners in their child's education.

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.

Uplift will publish all communications to parents in both English and Spanish. Additionally, all forms and updates are placed on the Uplift website.

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.)

Uplift will provide a relevant student centered curriculum focused on Social Justice, creating an academically nurturing environment that promotes critical and
creative thinking, instills pride and respect for others and self, and equips all our students to become leaders of tomorrow.

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.

The Parent Report Pick Ups are scheduled by the District and held in November and April. Uplift also offers other parent-teacher conference opportunities
during Open House and grade level dinner nights.

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 are distributed every five weeks and Parents can check the Parent Portal and Aspen weekly for updates.

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

Parents can meet with teachers before and after school. Parents can also make appts. with teachers and contact via email through the school's website.

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

Parents are also welcomed to volunteer at Uplift. We have a dedicated Parent Room with resources and technology.

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

Parents will help their children by partnering with the school to ensure their child attends regularly, completes homework, and is a good citizen in school. All
parents will sign an NCLB compact in addition to sign up on 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 are involved through the PAC, Book Clubs, Workshops, CIWP, Trainings, SCS Leadership Team and ALSC

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 students at Uplift will sign the Student, Parent, Counselor, and Administrator Compact Annually. They also share in the responsibility to improve student
academic achievement through Student Voice, Monthly TownHall Meetings, and 2020-2021 student led Grade Level Team Meetings.

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.

TBD by PAC

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$838.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00