Friedrich W von Steuben Metropolitan Science HS 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/06/2020	Admin team: Reget, Urbina, Hallberg, Sutton	Create timeline (see below)
02/14/2020	CIWP Whole Team Meeting	Ratings, Select Priorities

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

- 2 - 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 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 2 Enable staff to focus and prioritize what matters most
    - o 2 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**:
- 3 - Structure for Continuous Improvement
    - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 2 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**:
- 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
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence**:
- 2 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications

- o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 3 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 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 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - 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 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 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 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 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 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust

- o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 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**:
- 2 - 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 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 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**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 3 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	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**1**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**5**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**4**
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: 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	Alignment of Curriculum and Assessment

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Cohort Growth Percentile	Latinx		50.00	70.00
We chose this metric because the growth percentile for our students has decreased and we need a more targeted approach.	African American		50.00	70.00
SQRP: PSAT10 Annual Growth Percentile-Math	Latinx		30.00	50.00
We chose this metric because by raising the level of achievement for targeted students we will see an increase in college readiness overall	African American		30.00	50.00
Vision: AP Exam	Latino (Male)		40.00	45.00
We chose this metric because we need to increase the percentage of students of color enrolled to address equity and increase student success in AP to support college readiness for our targeted groups	African American		30.00	40.00
SQRP: SAT Annual Growth Percentile-Reading	Overall		50.00	70.00
This is a declining percentile for all of our students overall	Latinx		30.00	50.00
(Blank)				

Required metrics (Highschool) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Engage in ongoing inquiry as a basis for improvement in the areas of curriculum and standards alignment, common assessment, and SEL integration
Then we see...	increased coherence and new knowledge on what works and what does not work based on student outcomes and data collection to increase effective instructional practices and teacher leadership
which leads to...	Increase in leadership and teacher collaboration ratings on the 5Essentials survey, improved equity for student growth metrics.
Budget Description	This priority area will require a full-time Curriculum Coordinator to support implementation of continuous curriculum alignment and instruction anchored in review of student data and work and what this looks like for teams. Funding will also be provided to support vertical and horizontal alignment starting in June and through the summer. The estimated costs still need to be determined but monies put aside for extended pay and training for teachers is $40,000.
Tags	Curriculum, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum
Action steps	• (Not started) Departments and course teams identify vertical and horizontal focus standards (2-3 per unit) based on analysis of current curriculum Tags:Curriculum, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy

	• (Not started) The ILT will lead cycles of learning in which departments articulate ___ skills that are requisite for AP/DC/SAT success in their content area. Curriculum and standards (SAT and AP skills) alignment 2020-2022 sem. 1 Tags:Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Course teams will develop one common assessment (formative or summative) per unit aligned to an AP/SAT skill. Tags:Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks • (Not started) Course teams will analyze student achievement on the common assessment. Department and Course Teams Tags: • (Not started) Develop approaches of SEL integration within instruction - CRT Tags:OSEL: SEL Instruction • (Not started) Create quarterly learning cycle document that encompasses principal-directed preps with a clear goal Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership

Strategy 2

If we do...	Ensure equitable access to college preparatory curriculum and instruction for all students
Then we see...	structured and targeted opportunities for students to explore college and careers and to learn and understand the skills necessary to pursue their personal definition of success
which leads to...	An increase of student participation in rigorous, college-level curriculum and early college and career credential opportunities; such as enrichment experiences, AP, and DC courses.
Budget Description	Development of opportunities for students to engage in enrichment activities, recruitment and support for underrepresented students to access AP coursework, and expansion of CTE and Opt4STEM programming will require additional roles and responsibilities for key staff to support (additional miscellaneous employee), funding for student travel and programming (grant funded), and partnership support (EOS).
Tags	ECCE: Career and Technical Education, ECCE: Early College, OSCPA: Learn.Plan.Succeed.

Action steps	• (Not started) Setting clear expectations for all students to take one college-level course (AP & DC) Tags:Leadership for Continuous Improvement • (Not started) Define what College Prep means: not more work, but deeper skill-building, being ready for college as preparation for any plans, interests Tags:OSCPA: College and Career Readiness • (Not started) Clear pathways for students to move to advanced coursework and industry credentials Tags:ECCE: Career and Technical Education, ECCE: Early College, OSCPA: Postsecondary Pathway Advising & Planning • (Not started) Review and revise protocols for programming Tags:Equity: Fair Policie sand Systems • (Not started) EOS supports: addressing barriers, examining data for targeted recruitment Tags:Equity: Fair Policie sand Systems • (Not started) Students sharing benefits and experiences with incoming freshman Tags:Transitions, College & Career Access, & Persistence • (Not started) Targeted support for all students to engage in enrichment programming based on ongoing data collection of out-of-school experiences Tags:Equity: Inclusive Partnerships, Equity: Resource Equity • (Not started) Alumni sharing benefits of having been through the AP/DC program Tags:SSCE: Student Leadership • (Not started) Summer booster programs Tags:Transitions, College & Career Access, & Persistence • (Not started) Parent University and outreach & Early exposure for parents to the benefits Tags:Family & Community Engagement • (Not started) AP Boot Camps

	Tags:Transitions, College & Career Access, & Persistence

Strategy 3

If we do...	Intentionally integrate multiple opportunities for student voice and family & community engagement that represents our school diversity
Then we see...	robust student voice committees, increased civic engagement activities, students and families having a sense of belonging and pride in their school
which leads to...	Increased student voice and growth for all, increased parent involvement, and flourishing community partnerships.
Budget Description	We will utilize existing structures to increase student voice and parent involvement with a greater focus on equity. Through the Educating for Democracy Cohort we will work with other schools and partners to engage in a cycle of participatory action steps to address student voice, etc.
Tags	Student Voice, Engagement, and Civic Life, SSCE: Democratic Classrooms or Democratic Schools
Action steps	(Not started) Parent University schedule of workshops, seminars, including those for supporting students in high school and PAC workshops Tags:FACE2: Parent Engagement (Not started) Create Parent Ambassadors Group (volunteers and advocates) Tags:FACE2: Parent Engagement (Not started) Student Surveys to get better sense of student opinion Tags:Student Voice, Engagement, and Civic Life (Not started) Reform Student Council officers to represent 9th - 12th graders in every division Tags:Student Voice, Engagement, and Civic Life (Not started) Von Pride Activities Tags:Student Voice, Engagement, and Civic Life (Not started) Engage in learning through our Educating for Democracy Tags:SSCE: Democratic Classrooms or Democratic Schools

Action Plan

Strategy 1

Departments and course teams identify vertical and horizontal focus standards (2-3 per unit) based on analysis of current curriculum

May 25, 2020 to Jun 30, 2020 - Department/Course Teams

The ILT will lead cycles of learning in which departments articulate ____ skills that are requisite for AP/DC/SAT success in their content area. Curriculum and standards (SAT and AP skills) alignment 2020-2022 sem. 1

Aug 31, 2020 to Jan 27, 2021 - ILT, departments, course teams

Course teams will develop one common assessment (formative or summative) per unit aligned to an AP/SAT skill.

Aug 31, 2020 to Jan 29, 2021 - Department and Course Teams

Course teams will analyze student achievement on the common assessment. Department and Course Teams

-

Develop approaches of SEL integration within instruction - CRT

May 25, 2020 to Jun 30, 2020 - CCT

Create quarterly learning cycle document that encompasses principal-directed preps with a clear goal

Aug 17, 2020 to Aug 28, 2020 - Senior Leadership Team, Department Chairs, ILT

Strategy 2

Setting clear expectations for all students to take one college-level course (AP & DC)

Jun 22, 2020 to Jun 30, 2020 - Leadership Team

Define what College Prep means: not more work, but deeper skill-building, being ready for college as preparation for any plans, interests

May 25, 2020 to Jun 12, 2020 - Admin, Department Chairs

Clear pathways for students to move to advanced coursework and industry credentials

May 25, 2020 to Jun 15, 2020 - Admin, Department Chairs, Counselors

Review and revise protocols for programming

Nov 02, 2020 to Dec 18, 2020 - Counseling Team

EOS supports: addressing barriers, examining data for targeted recruitment

Nov 01, 2020 to Jan 15, 2021 - Department Chairs, Counseling Team, Admin, CCT

Students sharing benefits and experiences with incoming freshman

Jul 06, 2020 to Jul 17, 2020 - Counseling Team, Teachers, Students

Targeted support for all students to engage in enrichment programming based on ongoing data collection of out-of-school experiences

Aug 24, 2020 to Aug 31, 2020 - Admin, Counseling Team

Alumni sharing benefits of having been through the AP/DC program

Dec 14, 2020 to Dec 18, 2020 - Alumni, Counseling Team

Summer booster programs

Jul 06, 2020 to Aug 21, 2020 - Teachers, Counseling

Parent University and outreach & Early exposure for parents to the benefits

Aug 24, 2020 to Sep 18, 2020 - Counseling

AP Boot Camps

Aug 17, 2020 to Aug 21, 2020 - AP Teachers

Strategy 3

Parent University schedule of workshops, seminars, including those for supporting students in high school and PAC workshops

Sep 07, 2020 to Sep 30, 2020 - PAC

Create Parent Ambassadors Group (volunteers and advocates)

Sep 07, 2020 to Oct 30, 2020 - PAC / Admin

Student Surveys to get better sense of student opinion

Sep 07, 2020 to Sep 18, 2020 - Student Council

Reform Student Council officers to represent 9th - 12th graders in every division

Sep 07, 2020 to Sep 18, 2020 - Student Council, Teacher Sponsors

Von Pride Activities

- Link Crew/Student Council

Engage in learning through our Educating for Democracy

May 25, 2020 to Jun 19, 2020 - Student Voice Committee, Teachers, Counselors

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.

As a part of the CIWP process, student data and needs are reviewed continuously through surveys, classroom walkthroughs, analysis of standardized and formative test data, and curriculum review.

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

CIWP priorities include cycles of learning around curriculum and assessment; teachers meet in grade-level and course level meetings to review student data on a weekly and monthly basis.

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.

We are a part of the Equal Opportunity Schools cohort which models survey and programming analysis to determine student needs in academic support and access.

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).

We have a BHT team that provides SEL support for students, Link Crew mentorship for our 9th grade students, MTSS process for academic support, staff mentoring/trusted adults, and integrated SEL curriculum that includes civic engagement, college & career awarness, LPS lessons.

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

We utilize multiple means to recruit, provide opportunities for student teaching placements, a tiered process for selection, and include student voice in the process.

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.

We engage in cycles of learning and are committed to high-quality training for teachers through the CPS HS Summits, AP Workshops, Professional Conferences, and Teacher Collaboration Teams.

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

CIWP priority on increasing parent engagement using multiple methods for assessing needs, providing parent education for diverse learners, college process, and youth mental health.

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.

NA

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.

Teacher-crated assessments and whole school assessments are determined using an assessment vote that includes staff input and cycles of learning around the development of curriculum and assessments.

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.

We provide after school tutoring and more targeted support for students needing tier 2 and 3 academic support.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing

> **programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**
>
> We follow all CPS guidelines and curriculum recommendations for violence prevention, mandated reporting, and SEL support for all students.

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.**
>
> We hold regular Parent Advisory Council Meetings and Local School Council Meetings in addition to including parents on decision-making focus groups, surveys.

> **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**
>
> July 9, 2020 will be the first LSC organizational meeting. September 24, 2020 will be our first PAC organizational meeting. Meetings will run every month.

> **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.

We hold parent meetings in response to anything that affects our entire school community, we also provide opportunities for parents to attend workshops and ask questions through counseling presentations, PAC sessions, and special events.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents receive a PRIDE reports on a biweekly basis that includes most recent assessment data.

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.

Parents receive a letter via email.

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.

We hold regular curriculum nights for parents and counselor-led sessions to explain PSAT and SAT testing and score reports.

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.

Parent sessions including curriculum nights, parent-teacher conferences, arranged parent conferences, PRIDE reports sent home on a biweekly basis.

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.

We will provide a framework for parental involvement, providing parents with suggestions and opportunities for involvement, and regular communication between school and home.

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

We offer transitional support for incoming freshmen parents, college awareness support all four years, and special workshops for parents of students with IEPs.

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.

We translate all weekly communications to the community.

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.)

Prepare every student comprehensively for their next enriching educational opportunity through creating a supportive school environment for all.

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.

We hold parent-teacher conferences for the whole school twice a year and regularly provide individual conferences to comply with IEP meetings, academic support, or SEL support.

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

We send out biweekly PRIDE reports and progress reports every five weeks.

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

Most parents contact staff through email, by scheduling a meeting through our counseling office, or contacting the administration. We regularly reach out to families to address concerns.

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.

We have many opportunities for parents to actively be involved in fields trips, special events, and community activities.

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

We hold sessions to show parents how to utilize Parent Portal and provide workshops on best practices for parents to assist at home.

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 in the registration and course selection process, the college application process, and ongoing, regular opportunities for input.

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).

Our CIWP focus on student voice and civic engagement will focus on increasing opportunities for students to participate in decision-making and upholding the principles of our school.

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.

Provide parents with robust workshops to support postsecondary plans, youth mental health, safety, and parenting strategies.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$2000.00
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.	$1500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$2000.00
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)	$500.00
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