

# Richard T Crane Medical Preparatory HS 2020-2022 plan summary

## Team

Name	Role	Email	Access
Fareeda Shabazz	Principal	fjshabazz@cps.edu	Has access
Roderick Waldon	Assistant Principal	rcwaldon@cps.edu	Has access
Toya Murray	ILT Lead, Case Manager	tmmurray@cps.edu	Has access
Andrea Lee	School Counselor, LSC Rep	alee68@cps.edu	No Access
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Daniel Washco	English Department Chair	dwashco@cps.edu	No Access
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Anthony Suarez	Social Studies Department Chair	ansuarez2@cps.edu	No Access
Miles Loh	Science Department Chair	mploh@cps.edu	No Access
Jeremy Rowland	Fine Arts Department Chair	jrowland1@cps.edu	No Access
Shelby Clemons	STEM Program Manager	scclemons@cps.edu	No Access
Sheila Alexander	LSC Chair	sheilaalexander2003@yahoo.com	No Access

## Team Meetings

No meetings saved for this plan.

## Framework

### Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 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
  - 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

- 3 - 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
  - 3 Curriculum is aligned to expectations of the standards

- 3 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:**
- 3 - 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
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 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
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 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)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 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)
- 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)
- 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)
- 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)

- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)
- 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)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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
  - **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)

- 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:**

## School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
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	5
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	3
3	Quality and Character of School Life: Relational Trust	4
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

## 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.

### Vision metrics

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
SQRP: SAT Annual Growth Percentile-Reading	Overall		25.00	30.00
I chose this metric because students' reading growth percentiles must increase overall.	African American		25.00	30.00
SQRP: SAT Cohort Growth Percentile	Overall		30.00	40.00
I chose this metric because this is an area that needs to be addressed with all students. Strategies for improvement must be implemented to address student overall growth on the PSAT/SAT.	African American		18.00	28.00
Vision: 4 Year Graduation Rate	Overall		90.00	92.00
I chose this metric because the graduation rate needs to improve overall. This data needs to be monitored more closely over time and supports need to be in place to assist students who are struggling with academics and social-emotional health.	African American Male		90.00	92.00
Vision: Attendance Rate	Overall		87.00	92.00
I chose this metric because our attendance rate needs to improve substantially over the next two years.	Students with IEPs		87.00	90.00
Vision: Freshman On-Track	Overall		90.00	93.00
I chose this metric because this is a metric that we have been working on for a few years now. We have utilized a variety of systems and strategies to support our 9th grade students. Moving forward, we would like to see more freshmen on-track for graduation at the end of their first year of high school.	African American Male		80.00	90.00

**Required metrics (Highschool) (33% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b>					



	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
MVMS needs to improve					

### 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...	By providing increased social-emotional opportunities for students at school, in the form of Tier I classroom lesson plans, Tier II small groups, and Tier III one-on-one meetings
Then we see...	We will see increased attendance rates and fewer behavior incidences
which leads to...	Higher levels of academic achievement and higher success rates in post-secondary opportunities
Budget Description	
Tags	ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> <li>(Not started) Identify students with SEL needs within 30 days of the beginning of the school year (needs assessment) Tags:Assessment: Monitoring Student Learning to Support Growth, OSCPA: Social/Emotional Support</li> <li>(Not started) Create a "safe-space" for students who need decompress Tags:Physical and Emotional Safety</li> <li>(Not started) Create protocols for students to ask for help when needed Tags:Physical and Emotional Safety, OSCPA: Social/Emotional Support</li> <li>(Not started) Create a network of teachers willing to be a point of contact for students with SEL needs Tags:OSCPA: Social/Emotional Support</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Research outside partnerships for support with SEL needs Tags:FACE2: Community Partnerships, OSCP: Social/Emotional Support, OSSE: Community Schools</li> <li>• (Not started) Develop focus groups for students with social-emotional needs Tags:Student Voice, Engagement, and Civic Life, OSCP: Social/Emotional Support</li> <li>• (Not started) Incorporate SEL learning time in student schedules (teacher lesson plans) Tags:OSCP: Social/Emotional Support, OSEL: Supportive School Environment</li> <li>• (Not started) Create a student-driven support group for students Tags:Student Voice, Engagement, and Civic Life, OSCP: Social/Emotional Support, OSEL: Supportive School Environment</li> <li>• (Not started) Create parent/guardian SEL education sessions Tags:FACE2: Parent Engagement, OSCP: Social/Emotional Support</li> <li>• (Not started) Provide professional development opportunities for teachers Tags:OSCP: Social/Emotional Support, Teacher Leader Development &amp; Innovation: Teacher Teams</li> </ul>
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**Strategy 2**

If we do...	Develop clear school-wide structures and protocols
Then we see...	then this will enable staff to focus and prioritize what matters most and less emphasis on mitigating daily systems and structures and a focused prioritization on rigorous teaching and student engagement
which leads to...	Improved overall student attendance and a decrease in the number of students who are tardy to school/class, increased number of students who have a 3.0 GPA or higher, and decreased behavior infractions related to attendance and classroom management
Budget Description	
Tags	Structure for Continuous Improvement

Action steps	<ul style="list-style-type: none"> <li>• (Not started) 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  Tags:Structure for Continuous Improvement, CBE: Supports, Interventions, or Extensions</li> <li>• (Not started) Establish a clear student attendance policy  Tags:Structure for Continuous Improvement, OSSE: Attendance &amp; Truancy</li> <li>• (Not started) Institute a consequence and reward system that will motivate students to follow the established policies.  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Develop a teacher emergency management protocol.  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Revisit and refine the school-wide grading policy  Tags:Structure for Continuous Improvement, Balanced Assessment and Grading</li> <li>• (Not started) Improve parent/teacher communication  Tags:Structure for Continuous Improvement, FACE2: Parent Engagement</li> <li>• (Not started) Create teacher buy-in to follow the newly established structures and protocols  Tags:Structure for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Not started) Create training activities for teachers during opening PD.  Tags:Structure for Continuous Improvement, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Posters and classroom signage throughout the school to reinforce school wide norms and expectations.  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Partner with parents to develop behavioral and/or attendance improvement plans for students not adhering to school wide norms  Tags:Structure for Continuous Improvement, FACE2: Parent Engagement</li> </ul>
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	<ul style="list-style-type: none"> <li>(Not started) Implement restorative supports for teachers &amp; student conflicts in real time.</li> </ul> <p>Tags:Structure for Continuous Improvement</p>
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**Strategy 3**

If we do...	create and implement a Department Chair coaching cycle
Then we see...	Department chairs observe classrooms and provide feedback and instructional support to improve teacher performance. Stronger standards aligned instructional delivery.
which leads to...	Increase in student achievement and an increase in department chairs leadership capacity.
Budget Description	
Tags	Curriculum, Instruction, Assessment: Balanced Assessment and Grading, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #3-Frequent Process-based Writing, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Hire an instructional coach who will coach teachers on instruction and department chairs on coaching.</li> </ul> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Collaborate with NCS to schedule coaching professional development sessions for department leads</li> </ul> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Create a coaching cycle</li> </ul> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Re-establish a mentoring program for teachers new to education as well as new to R.T.C.</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: New Teachers</p> <ul style="list-style-type: none"> <li>(Not started) Identify a uniform curriculum for the mentor program</li> </ul> <p>Tags:Curriculum, Teacher Leader Development &amp; Innovation: New Teachers</p> <ul style="list-style-type: none"> <li>(Not started) Department Chairs participate in Coaching professional development</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: New Teachers</p>

# Action Plan

## Strategy 1

Identify students with SEL needs within 30 days of the beginning of the school year (needs assessment)

Aug 24, 2020 to Jun 18, 2021 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Create a "safe-space" for students who need decompress

Aug 24, 2020 to Sep 30, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Create protocols for students to ask for help when needed

Aug 24, 2020 to Sep 30, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Create a network of teachers willing to be a point of contact for students with SEL needs

Jun 01, 2020 to Aug 24, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Research outside partnerships for support with SEL needs

Aug 24, 2020 to Jun 18, 2021 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Develop focus groups for students with social-emotional needs

Sep 01, 2020 to Nov 01, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Incorporate SEL learning time in student schedules (teacher lesson plans)

Jun 01, 2020 to Aug 24, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Create a student-driven support group for students

Sep 01, 2020 to Nov 01, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Create parent/guardian SEL education sessions

Sep 01, 2020 to Nov 01, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

Provide professional development opportunities for teachers

Jun 01, 2020 to Aug 24, 2020 - Administration, SST, Teachers, Outside partners (e.g. Youth Guidance)

## **Strategy 2**

Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms

Aug 24, 2020 to Jun 18, 2021 - Administration, PPC and Dean of Students

Establish a clear student attendance policy

May 05, 2020 to Jun 18, 2020 - Administration, PPC and Dean of Students

Institute a consequence and reward system that will motivate students to follow the established policies.

May 05, 2020 to Jun 18, 2020 - Administration, PPC and Dean of Students

Develop a teacher emergency management protocol.

May 05, 2020 to Jun 18, 2020 - Administration, PPC and Dean of Students

Revisit and refine the school-wide grading policy

Sep 01, 2020 to Nov 13, 2020 - Administration, PPC and Dean of Students

Improve parent/teacher communication

Aug 24, 2020 to Jun 18, 2021 - Administration, PPC and Dean of Students

Create teacher buy-in to follow the newly established structures and protocols

Aug 24, 2020 to Jun 18, 2021 - Administration, PPC and Dean of Students

Create training activities for teachers during opening PD.

Jun 18, 2020 to Aug 14, 2020 - Administration, PPC and Dean of Students

Posters and classroom signage throughout the school to reinforce school wide norms and expectations.

Aug 24, 2020 to Jun 18, 2021 - Administration, PPC and Dean of Students

Partner with parents to develop behavioral and/or attendance improvement plans for students not adhering to school wide norms

Aug 24, 2020 to Jun 18, 2021 - Administration, PPC and Dean of Students

Implement restorative supports for teachers & student conflicts in real time.

Aug 24, 2020 to Jun 18, 2021 - Administration, PPC and Dean of Students

### **Strategy 3**

Hire an instructional coach who will coach teachers on instruction and department chairs on coaching.

May 01, 2020 to Jul 01, 2020 - Principal, Hiring Team

Collaborate with NCS to schedule coaching professional development sessions for department leads

Jul 01, 2020 to Oct 01, 2020 - Principal, ILT

Create a coaching cycle

Jul 01, 2020 to Oct 01, 2020 - Instructional Coach, ILT Lead, Assistant Principal

Re-establish a mentoring program for teachers new to education as well as new to R.T.C.

Jul 01, 2020 to Aug 01, 2020 - Instructional Coach, ILT Lead, Assistant Principal, Mentor Lead

Identify a uniform curriculum for the mentor program

Jul 01, 2020 to Oct 01, 2020 - Instructional Coach, ILT Lead, Assistant Principal, Mentor Lead

Department Chairs participate in Coaching professional development

Jul 01, 2020 to May 31, 2022 - Instructional Coach, ILT Lead, Assistant Principal

## **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.**

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)



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

(Blank)

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

(Blank)

## **ESSA Targeted Assistance Program**

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### **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

## **Parent and Family Plan**

### **Parent and Family Engagement Policy (Complete)**

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

At the start of the school year, a review is made of the parental involvement plan and policy. All parents are invited to the monthly PAC meetings where parents will have the opportunity to review and discuss school improvements. In addition, parents will have the opportunity to make edits to the parental involvement plan if deemed necessary.

**The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children**

**participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

The Annual Organizational meetings will be held in October of each year. They are held each year to inform parents of the school's participation in NCLB, Title I, and the rights and requirements of the program. All parents are notified through monthly newsletters, emails, and a calendar of the PAC meetings. Meeting notices will be sent home to parents at least seven (7) days in advance of the meeting and notices will be posted on the school's exterior doors. All parents are invited to these meetings and all events held at the school. All information pertaining to parent meetings can also be found on the school's website: <http://newcranemedicalprep.org>

**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.**

Parent suggestions are always welcome at RTC Medical Preparatory High School. We understand that the success of our school is contingent upon active parental involvement. Parents are encouraged to visit teachers and administration if they have any concerns about the education of their child(ren). Parents are encouraged to communicate with one another often as well. School staff is required to return parent inquiries in a timely fashion.

**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.**

All parents will receive a detailed analysis of their child's standardized test results as soon as they are available. The school will send home copies to parents and additional copies will be available at the school's main office.

**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.**

It is our practice to hire teachers who are "highly qualified" as defined by Title I Final Regulations. In the event that this is not the case, the school will provide notices to parents if any new teacher fails to meet the requirements of this regulation.

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

The Senior Leadership Team will hold at least one meeting during the school year to inform parents about state standards, assessments, and requirements for promotion. These sessions will be hosted by our school counselors and case manager.

**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.**

Throughout the year the school will provide training for parents on how to use the Parent Portal to access their child's grades, as well as, training on how to use various other online learning tools to monitor their child's progress. Workshops will be held during PAC meetings to offer insight on helping their child(ren) make the transition from elementary school to high school.

**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.**

Trainings on parental involvement will occur during teacher induction and training in August. Teachers will create family engagement plans and work to make connections to families throughout the school year. The family engagement plan will be reviewed and assessed over time. School administration will continually reinforce the importance of strong parental involvement.

**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.**

Not applicable.

**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.**

The school will hold monthly PAC meetings. Parents will be informed via the monthly newsletters, bulletins, monthly calendar and the through the school's website. Information will be translated in Spanish and other languages when possible.

### Policy Implementation Activities

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

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

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

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

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

N/A

## School-Parent Compact (Complete)

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

RTC Medical Preparatory High School commits to providing our diverse community of aspiring health professionals with a challenging college preparatory and STEM education, to exposing our students to high quality experiences in the health professions, and to growing our community's leadership through excellence and service.

**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 will hold parent-teacher conferences in November and April of each year. At that time, parents will have the opportunity to discuss their child's progress with their teacher's and share their concerns and questions about the curriculum and their child's achievements.

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

Every five (5) weeks, parents are officially notified of their child's progress. Report cards are issued 4 times per year. Also teachers communicate regularly with parents about student progress via phone, email, or written correspondence. For students failing one or more classes, parent/guardian will be required to meet with their child's teachers and the administration to create academic remediation plan. These students will receive more frequent updates of their academic progress.

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

The staff will be available to meet with parents before and after school and during their preparation periods. Teachers also regularly communicate with families via phone and email communication.

**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.**

All parents are welcome to volunteer, chaperone exposures, and observe classroom activities. Parents interested in volunteering must complete the CPS Volunteer Packet and contact the school prior to arrival for classroom visits.

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

In order to support the development of all learners we ask that parents monitor Parent Portal, monitor their child's completion of homework and assignments (students have homework every night), communicate regularly with your child's teachers (vis email), and become involved through volunteering or serving on a committee through the PAC.

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

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 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).**

All RTC Medical Preparatory students are expected to maintain attendance, work hard, be accountable for their actions, engage in service projects, serve in leadership capacities both in and out of school, and display integrity and good character at all times. Students are expected to stay abreast of their work and assignments and ask questions during class. Students are expected to be active members of the learning communities and share their ideas and talents to make RTC Med Prep an excellent place to work, learn and grow.

### 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.**

RTC Med Prep commits to increasing our parent participation and hosting workshops focused on academic and social emotional issues that impact our students and their families.

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

#### Account(s)

#### Description

#### Allocation

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$700.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$200.00

<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$500.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$220.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00