

Marie Sklodowska Curie Metropolitan High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/14/2020	Allison Tingwall, Jasmine Vasquez, Bradley Gill, Emily Porter, Fanny Clonch Homero Penuelas Jennifer Zeszutko , Morgan Appleman, Michelle Vargas, Pavesich, Rebecca, Sandon Williams, Jasmine Juarez, Sussan Oladipo, Spachman, Sara Sharon Yu	Introduction to CIWP and the requirements, getting to know you activities, and review of the work done during the previous cycle
01/21/2020	Allison Tingwall, Jasmine Vasquez, Homero Penuelas Jennifer Zeszutko, Jasmine Juarez, Jacyln Cassello	CIWP Members organized themselves into 4 groups and began to read through the categories to determine what evidence, data or measures to assess school implementation. Teams determined who to contact to collect evidence and organize evidence in google folder.
02/04/2020	Allison Tingwall, Jasmine Vasquez, Homero Penuelas, Jennifer Zeszutko, Jasmine Juarez, Jacyln Cassello, Morgan Appleman, Michelle	Discussion on the Definition of EQUITY (CPS definition) Pre-Analysis Equity Check reading

Date	Participants	Topic
	Vargas, Sandon Williams Starlett Miles, Sussan Oladipo, Sara Spachman, Sharon Yu	
02/11/2020	Allison Tingwall, Jasmine Vasquez, Bradley Gill, Homero Penuelas Jennifer Zeszutko, Jasmine Juarez, Jacyln Cassello,	Working meeting: Team members opted to meet to work on their review of evidence and determine ratings.
02/18/2020	Allison Tingwall, Jasmine Vasquez, Bradley Gill, Emily Porter, Fanny Clonch, Homero Penuelas, Jennifer Zeszutko, Jacyln Cassello, Linda Bhavilai, Rebecca Pavesich, Sandon Williams, Starlett Miles, Sussan Oladipo, Sara Spachman, Sharon Yu	Finish Individual Ratings, and complete the group rating and rationale to prepare for group presentaion
02/27/2020	Allison Tingwall, Jasmine Vasquez, Bradley Gill, Homero Penuelas, Jasmine Juarez, Jacyln Cassello, Linda Bhavilai, Morgan Appleman, Michelle Vargas, Sandon Williams, Starlett Miles, Sussan Oladipo, Sharon Yu	Rescheduled from 2/25. Presentations by of categories and rating for the rest of the team.
03/03/2020	Allison Tingwall, Jasmine Vasquez, Bradley Gill, Emily Porter, Fanny Clonch, Carol Zwiazek	We reviewed the SEF ratings and determiend whether the 3 plan is addressing some of our areas of need (or if there is a plan to do so). We did this in groups with a plan to do a gallery walk and see what everyone identified
03/11/2020	Allison Tingwall, Jasmine Vasquez, Bradley Gill, Emily Porter, Fanny Clonch, Jennifer Zeszutko, Jasmine Juarez, Jacyln Cassello, Linda Bhavilai, Morgan Appleman, Michelle Vargas, Rebecca Pavesich, Sandon Williams, Starlett Miles , Sussan Oladipo, Sara Spachman, Sharon Yu, Maria Chavez Azuara, Carol Zwiazek	We worked in teams to engage in a gallery walk. From the common areas of need identified, we narrowed our critical areas of need down to 3.
04/17/2020	Homero Penuelas, Jasmine Vasquez, Angela Mosely, Carly Zwiazek, Fanny Clonch, Brad Gill, Jaclyn Cassello, Jennifer Zeszutko, Maria Chavez Azuara, Michelle Vargas, Morgan Appleman, Emily Porter, Sandon Williams, Sara Spachman, Sharon Yu, Starlett Miles, Sussan Oladipo, Rebecca Pavesich, Nicole Ortman	(2hr mtg)To touch base since our last meeting in the building, and review our agreed upon areas of need and begin the root cause Analysis and 5Whys of the 1st area of need - community and family engagement.
04/24/2020	Homero Penuelas, Jasmine Vasquez, Angela Mosely, Carly Zwiazek, Fanny Clonch, Brad Gill, Jaclyn Cassello, Jennifer Zeszutko, Maria Chavez Azuara, Michelle Vargas, Morgan Appleman, Emily Porter, Sandon Williams, Sara Spachman, Sharon Yu, Starlett Miles,	(2hr mtg)To review our identified Areas of Need. To conduct a Root-Cause Analysis (Fishbone) and determine goals based on our analysis of the causes of our areas of need. To develop Theories of Action for the goals that would address the root causes.

Date	Participants	Topic
	Sussan Oladipo, Rebecca Pavesich, Nicole Ortman	
05/01/2020	Homero Penuelas, Jasmine Vasquez, Angela Mosely, Carly Zwiazek, Fanny Clonch, Brad Gill, Jaclyn Cassello, Jennifer Zeszutko, Maria Chavez Azuara, Michelle Vargas, Morgan Appleman, Emily Porter, Sandon Williams, Sara Spachman, Sharon Yu, Starlett Miles, Sussan Oladipo, Rebecca Pavesich, Nicole Ortman	(2hr mtg)To complete the theories of Action for the goals that would address the root causes. To compare the theory of actions to the Curie 3YP and make modifications or changes.

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
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Evidence is based on the 5 essentials survey, and the social media posts connects to the wider school and alumni community. Additionally within unit plans SEL standards, analysis of logger data, Regarding staff, teachers have course team horizontal alignment, clear organizational charts, staff leadership in programs, newsletter updates, Curie Way Winners, Student Voice Committee, the Curie Learning Cycle (Professional Learning Plan).

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 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
 - 2 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:** Evidence is based on LSC Minutes, Meeting Norms, Curie Way Winners Newsletter as well as principal Reports at LSC, and Student Orientations and Assemblies. Additionally evidence is found in the school Newsletter, the 3 Year Plan, Meeting Minutes (Course team, Grade Level, etc) and observation data from Hallways, Culture and Climate team data, Also evidence by how are people greeted when they enter the building, the 5 Essentials survey , a robust CIWP (20 team members), and the Grading Practices Instruction led by the grading practices team.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** As a school there is evidence of units worked by departments have developed their curriculum using backward design. There are newer curriculum(s) such as in biology and chemistry that were being worked on by teachers and that constitutes a small percent of the bulk. Instruction is a work in progress and departments have different strategies. Teachers advocate for more focus on instructional and culturally relevant strategies that work for optimal students learning This could be a collective next steps.
- 2 - Instruction
 - 2 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
 - 2 Use questioning and discussion as techniques to deepen student understanding

- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 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:** The rationale is that school need to calibrate on instructional strategies used school-wide. Instruction is a work in progress and departments have different strategies and specific kinds of focus. Grading practices are being developed across the building through ladders and consistent feedback, but they are not consistent across all classrooms.
- 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:** Departments lead data analysis; unit skill assessments and well as daily formative assessment. Unit skills assessments are based on shared common assessments. Departments also have common assessment ladders and departments participate in the Curie Learning Cycle where they assess ELL data, Latinx Males and Diverse Learners. Our school has a grading practices team, with members from the whole school to practice problem solving processes to identify and provide more comprehensive guidance on meaningful assessments.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

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

- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Evidence - BHT team receives referrals through student logger as well for students that need tier-ed supports. Additionally students and families received BAG reports through aspen. TARGETED INTERVENTIONS: FOT pull-outs, SLT pull-outs grade levels assigned to them with counselors supports. Tier 2 "detentions" for attendance and behaviors that lead to off-track attendance (SEL focused lessons); Tier 3 home visits for chronic attendance issues; pull-outs for grades is focused on failing students . MTSS team utilizes SAM; however, other school teams does not. Currently, some evidence is identified in IEP meetings. There is currently nothing in place for monitoring student growth academically beyond PSAT/SAT and nothing specific for Tier 2 & 3 students
- 3 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Evidence is based on Learn Plan Succeed Data, post secondary team meetings, counseling meetings and trainings, college and career fair (and coaches), counselor push-ins to all history courses. CTE curriculum provides foundational skills for career readiness. Freshmen connection as well as grade level assemblies head each semester. Naviance and dashboard Senior tracker, PLT Meetings and financial aid workshops.

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:** Overall category rating and rationale: We believe most of the practices are consistently evident for some students and staff. The evidence we used was that there is a peer mentor group for freshmen, the school has various after school supports available for students. Students are recognized for their successes on social media and through other award ceremony, such as perfect attendance and half cap ceremonies. BHT discusses students who are referred for support and students are assigned supports, such as counselor follow up, and/or other partners. FOT pull students with 1 F to discuss with them the supports available to them and have them reflect on what they can do to better their grades. Teachers are given time to collaborate with each other in course team and department time as well as GLT, climate and culture meetings and Grading Practices meeting. During the 5 Essentials, teacher rated, teacher to teacher trust as neutral.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** We believe most of the practices are consistently evident for some students and staff - specifically through established community partnerships with Brighton Park Neighborhood Council. After School Matters, Gads Hill and the Student Voice Committee. Students participate in various civic projects through their social studies classes and as part of the AP Government course. Curie is a Democracy school and regularly surveys students and parents. Curie maintains an Equity team and is part of the Equal Opportunity Schools initiative. Parents and community is invited to come visit with administration during Cafe con Curie. There are dozens of clubs and activities and sports that students can participate in.
- 3 - Physical and Emotional Safety
 - 2 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:** Evidence is based on 5 essentials survey, school wide use of the curie way, SEL (supportive schools) designation, Dean and Culture and Climate Data,
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 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:** Through data outlined in ASPEN, student logger, referrals to the behavioral health team, and the restorative practices coach.
- 3 - Family & Community Engagement
 - 2 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)
 - 2 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 wide newsletters, partnerships with BPNC, Gear Up, BAM/WOW, BBBS, Junior Achievement, Umoja, Build On, and Gads Hill (all community groups or non-profits). Consistent communication through weekly bag reports.

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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 1	MTSS
Root Cause 1	There is a lack of collective understanding of MTSS between stakeholders (admin, teachers, staff, parents, community): what MTSS is & why it is need for clear expectations about what and how to monitor training around shared language for all stakeholders training around monitoring, interventions, and how to improve instruction to effectively implement interventions.
Area of Critical Need 2	Curriculum
Root Cause 2	There is no consistent common professional learning on what it means to be culturally relevant and how it can be combined with rigorous instruction.

Area of Critical Need 3	Instruction
Root Cause 3	There is no consistent common professional learning on what it means to be culturally relevant and how it can be combined with rigorous instruction.
Area of Critical Need 4	Family engagement
Root Cause 4	There is no cohesive structure or system to engage with families and community members. (Current engagement tools/practices have not been assessed or analyzed for effectiveness).

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Freshman On-Track	Overall		80.00	85.00
Research has shown that FOT is a great predictor of high school graduation success.	Male		70.00	80.00
Vision: College Readiness SAT	Latinx		28.00	33.00
We want to ensure that all our students are college ready and can succeed once there.	African American		15.00	30.00
Vision: 4 Year Graduation Rate	Overall		76.00	80.00
We want to make sure that we graduate as many of our students as possible in order to provide them a clear and attainable post secondary plan.	EL		70.00	75.00
Vision: College Readiness SAT	EL		15.00	30.00
(Blank)				
(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...	create a clear, user-friendly framework with tracking support and targeted professional development?
Then we see...	increase in effective Tier 1 academic supports for all students
which leads to...	lead to stronger student engagement and achievement as seen by: an increase in FOT to 85% (14.8%+) by 2022 with the target goals for our males at 83% (16.1%+) 33% of our Latinx students meeting and exceeding college readiness benchmarks on the SAT (16.7%+), 30% of our African American (19.2%+), and 30% of our EL students (26%+) Graduation rate will be 80% by 2022 (7.3%+) and 75% for EL students (9.7%+)
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Develop an academic MTSS tracking system (ideally the system will be comparable to the current student engagement tracker. Tier 1 = Teachers + sections of classes Tier 2 & 3 = Teachers + individual students; tracker should include space for what interventions are applied <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Establish a menu of Tier 1 academic interventions based on the Tier 1 strategies shared during SY20 GLT -Establish a menu of Tier 2 academic interventions that are currently offered as classes AND options for additional support beyond those classes <p>Tags:</p>

- (Not started) Establish/recruit multi-disciplinary academic MTSS team with relevant stakeholders (e.g. admin, teachers, counselors, RSPs, etc.)

Tags:

- (Not started) Establish clear expectations about what and how to monitor academic interventions

Tags:

- (Not started) In professional development sessions: Define MTSS and why it is necessary (academic & behavioral) and educate teachers in how we are implementing it (e.g. systems of support, which classes already exist)

Tags:

- (Not started) Review MTSS Tier 1 academic strategies, Tier 2 academic supports , and the referral process

Tags:

- (Not started) Collect & review data

Tags:

- (Not started) Professional development: reviewing Tier 1 strategies, supports Introduce the tracker Clarify monitoring of Tier 1 (e.g. frequency, format, etc) Clarify monitoring of Tier 2 (e.g. who, how, why)

Tags:

- (Not started) CT/departmental lesson study with Tier 1 intervention(s) incorporated

Tags:

- (Not started) Collect & review data (Are we on track with attaining FOT (2.4%+)?)

Tags:

- (Not started) Teacher survey on how MTSS is going

Tags:

- (Not started) Professional development on topic of need to support teachers (Tier 1 interventions and/or monitoring)

Tags:

- (Not started) CT/departmental lesson study with Tier 1 intervention(s) incorporated
Tags:
- (Not started) Collect data points for targeted groups FOT
Tags:
- (Not started) Collect & review data (Are we on track with attaining FOT?(4.8%+))
Tags:
- (Not started) Professional development on topic of need to support teachers (Tier 1 interventions and/or monitoring)
Tags:
- (Not started) Teacher survey on how MTSS is going
Tags:
- (Not started) Collect & review data (Are we on track with attaining FOT? (7.4%+))
Tags:
- (Not started) Recruit new members for the academic MTSS team
Tags:
- (Not started) Final plans are made to implement and track the referrals and effectiveness of 2 outside the classroom Tier 2 academic supports (e.g., tutoring)
Tags:
- (Not started) In professional development sessions: Review MTSS and why it is necessary (academic & behavioral) and review tracker and systems of support, which classes already exist Review Tier 1 strategies and use of tracker
Tags:
- (Not started) Professional development: Clarify monitoring of Tier 1 (e.g. frequency, format, etc) Clarify monitoring of Tier 2 (e.g. who, how, why)
Tags:
- (Not started) New/updated outside the classroom Tier 2 supports are implemented and teachers begin making referrals of students to these supports

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) CT/departmental lesson study with Tier 1 intervention(s) incorporated <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Collect & review data (Are we on track with attaining FOT (9.8%+)?) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Teacher survey on how MTSS is going <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Professional development: Sharing of Tier 2 program data and education/support for teachers so they can make adjustments to referrals <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) CT/departmental lesson study with Tier 1 intervention(s) incorporated <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Collect data points for targeted groups FOT <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Collect & review data (Are we on track with attaining FOT?(12.2%+)) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) -Professional development: Sharing of Tier 2 program data and education/support for teachers so they can make adjustments to referrals <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Teacher survey on how MTSS is going <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Collect & review data (Are we on track with attaining FOT? (14.8%+)) <p>Tags:</p>
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Strategy 2

If we do...	determine a common framework to develop understandings and resources of rigorous culturally/socially relevant and assessment options and engage parents, community partners, and colleagues
Then we see...	teachers will be empowered to implement these options into their content and instructional practice with increased consistency and frequency
which leads to...	to greater student engagement and academic success as seen by: an increase in FOT to 85% (14.8%+) by 2022 with the target goals for our males at 83% (16.1%+) 33% of our Latinx students being college-ready (16.7%+), 30% of our African American (19.2%+), and 30% of our EL students (26%+) Graduation rate will be 80% by 2022 (7.3%+) and 75% for EL students (9.7%+)
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Create a team of staff (Culturally relevant team) to receive pre learning and to coordinate learning around culturally responsive instruction and resources in the content areas. Tags: • (Not started) Team facilitate PD/Workshop on culturally relevant and rigorous curriculum and assessment, Tags: • (Not started) Create a common definition of culturally relevant pedagogy including what its curricula resources look like. Tags: • (Not started) Capture and take inventory of culturally relevant instruction, content texts/literacies, (including media, musical, visual, performance), that are used across the departments, by program, grade level and course teams. Tags: • (Not started) -Research anchor materials that could be used to inform team learning. Tags:

Strategy 3

If we do...	provide consistent training around SEL and its benefits, as well set expectations for and track its implementation
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Then we see...	teachers implement and track SEL activities in their classrooms with fidelity
which leads to...	An increase in academic success by students as seen by: an increase in FOT to 85% (14.8%+) by 2022 with the target goals for our males at 83% (16.1%+) 33% of our Latinx students being college-ready (16.7%+), 30% of our African American (19.2%+), and 30% of our EL students (26%+) Graduation rate will be 80% by 2022 (7.3%+) and 75% for EL students (9.7%+)
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Create a team of teachers who would like to receive training to eventually be a resource to their respective departments. Partner with existing resources such as Umoja & Gads Hill. Choose a representative from each department to be a SEL Teacher leader. Tags: • (Not started) Provide PD to the teacher leaders on SEL lessons and how they can be incorporated into class content.. Tags: • (Not started) Create student survey which helps school gather information on: SEL Needs Frequency of lessons How are lessons incorporated Are they culturally relevant? Are they tied to our students? lives? Tags: • (Not started) Distribute student survey which helps school gather information on: SEL Needs Frequency of lessons How are lessons incorporated Are they culturally relevant? Are they tied to our students? lives? Tags: • (Not started) Create a plan to develop and disseminate resources unique to their departments. Plan professional development. SEL teachers are receiving training from existing partners. Create a lesson for each department to gain feedback. Tags: • (Not started) Create and finalize content specific lessons that will be used during the school year Tags:

	<ul style="list-style-type: none"> • (Not started) Distribute student survey which helps school gather information on: Frequency of lessons How are lessons incorporated Are they culturally relevant? Are they tied to our students? lives? <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Unfold SEL resources among departments through training and PD. Getting feedback from teachers about lessons through time in department meetings. <p>Tags:</p>
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Strategy 4

If we do...	create systems and structures to coordinate stakeholder engagement and collaboration and set school-wide expectations for consistent methods of communication
Then we see...	Teachers and parents partnering together to address student needs beyond behavioral interventions
which leads to...	effective staff, student, family and community engagement and support as: measured by a 20% increase in parent engagement in parent report card pick up 25% increase in staff phone calls home (1st qt of 2021 will be baseline) 25% of staff involvement in afterschool parent and community activities.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Assessing Partnerships and Staff contacts to community distribution and social media accounts. Google Form for community partners. (Constant Contact may already have this for us. Check there first.) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Review Student Logger Data <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create Options for Virtual Report Card Pick for parents Survey on condor reports for parents to opt in. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Incorporating Student Logger Data on Parent Communication (Positive) in Culture and Climate Meetings

Tags:

- (Not started) Survey Club Sponsors, Coaches, and other Staff about current involvement in activities

Tags:

- (Not started) Ahead of RCPU day email, robocall, send invitations for parents to come to RCPU. -Create programming of CTE/IB/AVID/FineArts to invite parents to meet one another, Coordinators/teachers -Collect data of #number of parents visited/engage -Share results and celebrations with community

Tags:

- (Not started) Initiate/establish ?Booster Committee?

Tags:

- (Not started) Include One Monthly Principal Directed Prep for teachers to Make phone calls (in leu of a course team or department meeting) -Collect Data of number of calls made during that time -Categorize Calls by positive and negative in Student Logger.

Tags:

- (Not started) Review baseline data of RCPU attendance. -Send survey to parents who attended. -what was helpful? What did you want to see? -Survey staff on RCPU experience

Tags:

- (Not started) Review Student Logger Data to see the number of calls made during the first semester. -Categorize the calls from the logger. -Share with staff -Create action plans in Culture and Climate meetings to address calls. -Teacher set goals to increase number of calls

Tags:

- (Not started) Incorporate Team/Club successes into LSC/Community Meetings with brief presentations.

Tags:

- (Not started) Based on Results of first RCPU - implement changes or increase successful tactics. -what does spring programming look like? What do parents/community members want and need? -RCPU Campaign ahead of RCPU #2

Tags:

	<ul style="list-style-type: none"> • (Not started) Review First semester data. Have teachers share about what conversations did they see the most success from, which conversations could have gone better. Provide PD on framing and communication <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Booster Athletics, Clubs and Sponsor hold a 2nd parent event <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Share results of RCPU with students, families, staff -- Celebrations! Assess growth-- did we grow to 20% <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Celebrate teachers who have made the most calls. -Provide recognition in Culture and Climate meeting and School Newsletter. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Booster club would determine year of ?celebration event? to booster engagement and celebrate EOY <p>Tags:</p>
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Action Plan

Strategy 1

Develop an academic MTSS tracking system (ideally the system will be comparable to the current student engagement tracker. Tier 1 = Teachers + sections of classes Tier 2 & 3 = Teachers + individual students; tracker should include space for what interventions are applied

Jun 01, 2020 to Aug 28, 2020 - Penuelas/Vaca

Establish a menu of Tier 1 academic interventions based on the Tier 1 strategies shared during SY20 GLT -Establish a menu of Tier 2 academic interventions that are currently offered as classes AND options for additional support beyond those classes

Jun 01, 2020 to Jul 31, 2020 - Miles

Establish/recruit multi-disciplinary academic MTSS team with relevant stakeholders (e.g. admin, teachers, counselors, RSPs, etc.)

Jun 01, 2020 to Jun 01, 2020 - Current MTSS Team

Establish clear expectations about what and how to monitor academic interventions

Jun 01, 2020 to Jul 31, 2020 - Academic MTSS Team

In professional development sessions: Define MTSS and why it is necessary (academic & behavioral) and educate teachers in how we are implementing it (e.g. systems of support, which classes already exist)

Jun 01, 2020 to Aug 28, 2020 - Behavioral Health & Academic MTSS Teams

Review MTSS Tier 1 academic strategies, Tier 2 academic supports, and the referral process

Jun 01, 2020 to Oct 01, 2020 - Academic MTSS Teams

Collect & review data

Jun 01, 2020 to Nov 02, 2020 - Course Teams

Professional development: reviewing Tier 1 strategies, supports Introduce the tracker Clarify monitoring of Tier 1 (e.g. frequency, format, etc) Clarify monitoring of Tier 2 (e.g. who, how, why)

Jun 01, 2020 to Nov 02, 2020 - Academic MTSS Teams

CT/departmental lesson study with Tier 1 intervention(s) incorporated

Jun 01, 2020 to Jan 29, 2021 - Course Teams

Collect & review data (Are we on track with attaining FOT (2.4%+)?)

Jun 01, 2020 to Jan 01, 2021 - Course Teams

Teacher survey on how MTSS is going

Jun 01, 2020 to Jan 01, 2021 - Academic MTSS Teams

Professional development on topic of need to support teachers (Tier 1 interventions and/or monitoring)

Jun 01, 2020 to Mar 01, 2021 - Academic MTSS Teams

CT/departmental lesson study with Tier 1 intervention(s) incorporated

Jun 01, 2020 to Mar 01, 2021 - Course Teams

Collect data points for targeted groups FOT

Jun 01, 2020 to Jan 01, 2021 - Academic MTSS Teams

Collect & review data (Are we on track with attaining FOT?(4.8%+))

Jun 01, 2020 to Mar 01, 2021 - Course Teams

Professional development on topic of need to support teachers (Tier 1 interventions and/or monitoring)

Jun 01, 2020 to Mar 01, 2021 - Academic MTSS Teams

Teacher survey on how MTSS is going

Jun 01, 2020 to Jun 18, 2021 - Academic MTSS Teams

Collect & review data (Are we on track with attaining FOT? (7.4%+))

Jun 01, 2020 to Jun 18, 2021 - Course Teams

Recruit new members for the academic MTSS team

Jun 01, 2020 to Jul 30, 2021 - Current MTSS Team

Final plans are made to implement and track the referrals and effectiveness of 2 outside the classroom Tier 2 academic supports (e.g., tutoring)

Jun 01, 2020 to Aug 20, 2021 - MTSS Team

In professional development sessions: Review MTSS and why it is necessary (academic & behavioral) and review tracker and systems of support, which classes already exist Review Tier 1 strategies and use of tracker

Jun 01, 2020 to Sep 01, 2021 - Behavioral Health & Academic MTSS Teams

Professional development: Clarify monitoring of Tier 1 (e.g. frequency, format, etc) Clarify monitoring of Tier 2 (e.g. who, how, why)

Jun 01, 2020 to Nov 01, 2021 - Academic MTSS Teams

New/updated outside the classroom Tier 2 supports are implemented and teachers begin making referrals of students to these supports

Jul 01, 2020 to Nov 01, 2021 - Behavioral Health & Academic MTSS Teams and teachers

CT/departmental lesson study with Tier 1 intervention(s) incorporated

Jun 01, 2020 to Jan 03, 2022 - Course Teams

Collect & review data (Are we on track with attaining FOT (9.8%+)?)

Jun 01, 2020 to Jan 03, 2022 - Course Teams

Teacher survey on how MTSS is going

Jun 01, 2020 to Jan 03, 2022 - Academic MTSS Teams

Professional development: Sharing of Tier 2 program data and education/support for teachers so they can make adjustments to referrals

Jun 01, 2020 to Feb 01, 2022 - Academic MTSS Teams

CT/departmental lesson study with Tier 1 intervention(s) incorporated

Jun 01, 2020 to Mar 01, 2023 - Course Teams

Collect data points for targeted groups FOT

Jun 01, 2020 to Apr 01, 2022 - Academic MTSS Teams

Collect & review data (Are we on track with attaining FOT?(12.2%+))

Jun 01, 2020 to Apr 01, 2022 - Course Teams

-Professional development: Sharing of Tier 2 program data and education/support for teachers so they can make adjustments to referrals

Jun 01, 2020 to Mar 11, 2022 - Academic MTSS Teams

Teacher survey on how MTSS is going

Jun 01, 2020 to Jun 01, 2022 - Academic MTSS Teams

Collect & review data (Are we on track with attaining FOT? (14.8%+))

Jun 01, 2020 to Jun 17, 2022 - Course Teams

Strategy 2

Create a common definition of culturally relevant pedagogy including what its curricula resources look like.

Jul 01, 2020 to Jan 01, 2021 - SLT, ILT

Capture and take inventory of culturally relevant instruction, content texts/literacies, (including media, musical, visual, performance), that are used across the departments, by program, grade level and course teams.

Jun 01, 2020 to Oct 30, 2020 - Department chairs and their teachers

-Research anchor materials that could be used to inform team learning.

Oct 30, 2020 to Jan 01, 2021 - Department chairs and their teachers

Create a team of staff (Culturally relevant team) to receive pre learning and to coordinate learning around culturally responsive instruction and resources in the content areas.

Jun 01, 2020 to Sep 01, 2020 - SLT

Team facilitate PD/Workshop on culturally relevant and rigorous curriculum and assessment,

Jun 01, 2020 to Jun 17, 2022 - Culturally Relevant Team + ILT + Equity team reps +representatives from different departments.

Strategy 3

Create a team of teachers who would like to receive training to eventually be a resource to their respective departments. Partner with existing resources such as Umoja & Gads Hill. Choose a representative from each department to be a SEL Teacher leader.

Jun 01, 2020 to Aug 28, 2020 - Climate & Culture Team

Provide PD to the teacher leaders on SEL lessons and how they can be incorporated into class content..

Aug 28, 2020 to Dec 31, 2020 - SEL Team

Create student survey which helps school gather information on: SEL Needs Frequency of lessons How are lessons incorporated Are they culturally relevant? Are they tied to our students? lives?

Aug 28, 2020 to Nov 02, 2020 - SEL Team

Distribute student survey which helps school gather information on: SEL Needs Frequency of lessons How are lessons incorporated Are they culturally relevant? Are they tied to our students? lives?

Nov 02, 2020 to Jan 01, 2021 - SEL Team

Create a plan to develop and disseminate resources unique to their departments. Plan professional development. SEL teachers are receiving training from existing partners. Create a lesson for each department to gain feedback.

Jan 01, 2021 to Jun 01, 2021 - SEL Team

Create and finalize content specific lessons that will be used during the school year

Jun 01, 2021 to Aug 20, 2021 - SEL Team

Distribute student survey which helps school gather information on: Frequency of lessons How are lessons incorporated Are they culturally relevant? Are they tied to our students? lives?

Aug 27, 2021 to Jun 17, 2022 - SEL Team

Unfold SEL resources among departments through training and PD. Getting feedback from teachers about lessons through time in department meetings.

Sep 01, 2021 to Jun 30, 2022 - SEL Team

Strategy 4

Assessing Partnerships and Staff contacts to community distribution and social media accounts. Google Form for community partners. (Constant Contact may already have this for us. Check there first.)

Jun 01, 2020 to Aug 27, 2020 - HP/Gill

Review Student Logger Data

Jun 01, 2020 to Aug 28, 2020 - SLT

Create Options for Virtual Report Card Pick for parents Survey on condor reports for parents to opt in.

Jun 01, 2020 to Nov 02, 2020 - Teachers SLT

Incorporating Student Logger Data on Parent Communication (Positive) in Culture and Climate Meetings

Sep 08, 2020 to Jun 18, 2021 - Penuelas

Survey Club Sponsors, Coaches, and other Staff about current involvement in activities

Sep 08, 2020 to Nov 30, 2020 - Ms. Raquel Martinez/Gill

Ahead of RCPU day email, robocall, send invitations for parents to come to RCPU. -Create programming of CTE/IB/AVID/FineArts to invite parents to meet one another, Coordinators/teachers -Collect data of #number of parents visited/engage -Share results and celebrations with community

Sep 08, 2020 to Nov 02, 2020 - Coordinators, SLT Attendance Office Program Office Counseling

Initiate/establish ?Booster Committee?

Jun 01, 2020 to Jan 01, 2021 - CommunityPartners /Staff

Include One Monthly Principal Directed Prep for teachers to Make phone calls (in leu of a course team or department meeting) -Collect Data of number of calls made during that time - Categorize Calls by positive and negative in Student Logger.

Jun 01, 2020 to Jun 18, 2021 - SLT

Review baseline data of RCPU attendance. -Send survey to parents who attended. -what was helpful? What did you want to see? -Survey staff on RCPU experience

Jun 01, 2020 to Jan 01, 2021 - Coordinators/SLT

Review Student Logger Data to see the number of calls made during the first semester. -
Categorize the calls from the logger. -Share with staff -Create action plans in Culture and
Climate meetings to address calls. -Teacher set goals to increase number of calls

Jun 01, 2020 to Mar 01, 2021 - Culture and Climate Team

Incorporate Team/Club successes into LSC/Community Meetings with brief presentations.

Jun 01, 2020 to Mar 01, 2021 - SLT LSC

Based on Results of first RCPU - implement changes or increase successful tactics. -what does
spring programming look like? What do parents/community members want and need? -RCPU
Campaign ahead of RCPU #2

Jun 01, 2020 to Mar 01, 2021 - SLT Coordinators Counselors Program Office Attendance Office

Review First semester data. Have teachers share about what conversations did they see the
most success from, which conversations could have gone better. Provide PD on framing and
communication

Jun 01, 2020 to Jan 01, 2021 -

Booster Athletics, Clubs and Sponsor hold a 2nd parent event

Jun 01, 2020 to Oct 30, 2020 - Booster Club Coaches Sponsors/Mentors

Share results of RCPU with students, families, staff -- Celebrations! Assess growth-- did we grow to
20%

Jun 01, 2020 to Jul 01, 2021 - SLT CIWP Counseling Attendance Office

Celebrate teachers who have made the most calls. -Provide recognition in Culture and Climate
meeting and School Newsletter.

Jun 01, 2020 to Jun 18, 2021 - Culture and Climate team

Booster club would determine year of ?celebration event? to booster engagement and
celebrate EOY

Jun 01, 2020 to Jun 18, 2021 - School Community Members LSC SLT

Fund Compliance

ESSA Program

[]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school will organize and host a NCLB PAC meeting in September in which the NCLB Title I school parental involvement plan and policy will be discussed. Materials will be available in both English and Spanish in order to accommodate the language needs of the parents and help them understand the process of school improvement. Parents will be notified of the meeting in a variety of ways including flyers sent home with students, robocalls home, and a posting on our website and social media.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will organize and host a NCLB PAC meeting in which the NCLB Title I school parental involvement plan and policy will be discussed. Materials will be available in both English and Spanish in order to accommodate the language needs of the parents and help them understand the process of school improvement. Parents will be notified of the meeting in a variety of ways including flyers sent home with students, robocalls home and a posting on our website and social media. The Annual Title 1 Meeting will be held in September, and the PAC Organizational meeting will be held in October. The date will be set in collaboration with Curie parents

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.

Parents will be provided this information at the NCLB Title I Annual Meeting, as well as monthly PAC meetings, monthly LSC meetings, and Report Card PickUp days. Parents will also be given the opportunity to meet with counselors and teachers on request during the school year and information for contacting staff is available on the school website.

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.

Results of the State Assessments (SAT, ISA) will be provided to students upon receipt and will be distributed to parents during Report Card Pick Up and/or mailed home. CPS publishes school-level SAT data annually on cps.edu.

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.

"Right to Ask" forms will be distributed to parents during registration and parent teacher conferences to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s).

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.

Information revolving around these topics will be provided and presented at the school's NCLB Title I Annual Meeting and well as at the State of the School address in October.

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.

We will continue to provide support for parents during Saturday workshops and classes at the school. Classes include: ESL for parents to learn English; computer classes for parents in English and Spanish; providing workshops for parents based on the needs that parents have expressed.

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.

All staff members receive equity-based PD on an ongoing basis. Staff members who can translate for teachers who only speak English are readily available and quickly coordinated when needed. All teachers participate in conferences on RCPU day.

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 at the High School Level

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.

All information provided to parents or posted on the school's website will be provided in a uniform format in both English and Spanish languages. The school will utilize flyers, robocalls, social media, our website, and our marquee to announce meetings.

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.
<input checked="" type="checkbox"/> The school will coordinate the parent and family engagement programs identified in the CIWP.
<input checked="" type="checkbox"/> 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)

<p>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.)</p> <p>It is the mission of Curie Metropolitan High School to offer a rigorous academic curriculum with an emphasis on technology and the arts. Curie High School promotes future success by establishing a culture of college and career readiness and by encouraging students to enroll in post-secondary institutions. Curie High School is committed to providing authentic learning experiences that will provide a foundation for life-long learning. Students will be prepared to become leaders and engaged citizens in a global society, enabling them to contribute positively and responsibly to their community. Our ILT drives a school-wide focus on increasing rigor and productive struggle aligned to CCSS/SAT.</p>
<p>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.</p> <p>Parent teacher conferences will be held at the end of the 1st and 3rd quarters on CPS determined days for the 2018-19 and 2019-20 school years. Parents will also be able to request parent teacher conferences by requesting them directly with their children's teacher or through the school's counseling department, school deans and administration.</p>
<p>The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.</p> <p>Official reports of students' grades will be distributed directly to students as well provided directly to parents or mailed home during the 5th, 10th, 15th, 20th, 25th, 30th, 35th and 40th weeks of the school year. Through Parent Portal on Gradebook, parents will be able to view live updates of their child's grades at</p>

any moment during the school year. Through our internal biweekly reports, parents and guardians will be emailed updated grades for their students.

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

Parents will be able to request parent teacher conferences by requesting them directly with their children's teacher or through the school's counseling department, school deans, and administration.

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.

Curie will provide parents opportunities to volunteer and participate in their children's school such as volunteering at the school, at school events and by participation in school leadership teams (NCLB PAC, LSC, PTA, BAC) etc. Parents will be able to observe classroom activities upon request and at a time predetermined by administration, the teacher and the parent. Parent shadow days are coordinated by the Attendance Office.

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

Parents will engage in school curricular meetings, orientations, and parent-teacher conferences. Parents are invited to and welcomed to request shadow days. Parents will have the opportunity to participate in workshops on parenting teenagers and supporting their development, hosted by the PAC at monthly meetings.

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 will be able to participate in the decisions relating to the education of their children by attending and participating in LSC, PAC, BAC, NCLB, FAFSA workshops and other school-sponsored meetings employed to empower parents to take an active role in educational decisions for their children

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

Students are supported as active participants in their education and success through our Freshmen On-Track and Half Cap initiatives, like tutoring, mentoring, and check-ins. The Attendance Office uses tiered interventions to support student improvement based on data. Students participate on our LSC, Student Voice Committee, and Student Council.

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.

The Curie PAC will continue to offer Saturday classes to parents. At least 40 parents will participate in English as a Second Language, technology, and math classes so that they are better equipped to support their students. We will offer monthly workshops to parents based on their needs. We will send parents to conferences that align with supporting our students and the PAC. The funds below will be transferred into various lines by the PAC for the 2018-19 school year.

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.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$18258.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
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 be used only by parents.	\$0.00