

John Hancock College Preparatory High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/27/2020	Department Chairs	Time to provide input on the SEF self assessment
01/29/2020	Social Emotional and Academic Supports Team	Time to provide input on the SEF self assessment
01/29/2020	Curriculum Mapping Leadership Team	Time to provide input on the SEF self assessment
01/30/2020	Senior Leadership Team	Time to provide input on the SEF self assessment
02/13/2020	CIWP Team	Areas of Critical Need
03/05/2020	CIWP Team	Areas of Critical Need and Setting Goals
03/12/2020	CIWP Team	Root Cause Analysis
04/16/2020	CIWP Team	Root Cause Analysis and selection of SEF priorities
04/24/2020	CIWP Team	Review ToA and strategies
04/27/2020	CIWP Subgroups	Creating action steps for strategies
05/01/2020	CIWP Team	Finalizing Action Items for Strategies

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

- 4 - Leadership for Continuous Improvement

- 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 4 Make "safe practice" an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:**
- 4 - 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
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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)
 - 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)
 - 2 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
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 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
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 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
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)

- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)

- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 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)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 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

- o that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - o **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - o **Evidence:**
- 3 - Family & Community Engagement
 - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - o 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - o 3 Partner equitably with parents speaking languages other than English
 - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - o **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	1
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Relational Trust	2
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5

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	SAT cohort growth percentile
Root Cause 1	Teachers are not equal in their capacity to develop curriculum and write assessments that match the rigor of the SAT, and we do not offer the right supports to increase capacity in those that need it.
Area of Critical Need 2	PSAT 10 growth percentile - EBRW and Math
Root Cause 2	External factors such as anxiety, understanding data, motivation and accountability impact student growth in scores.
Area of Critical Need 3	GPA (3.0 or higher) with African American students

Root Cause 3	African American students do not feel part of our community because their experiences, interests and needs are not represented in our curriculum and instruction; teachers need more support in understanding how to use student and parent voices in pedagogical decisions.
Area of Critical Need 4	GPA (3.0 or higher) with males
Root Cause 4	Male students struggle with executive functioning such as planning and organizational strategies; teachers need more professional development around adding these skills to their curriculum
Area of Critical Need 5	Relational Trust
Root Cause 5	Teachers at Hancock have a mutual respect for one another, but work with race and equity and perceptions of teacher leadership are surfacing underlying issues related to trust.

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
<p>SQRP: SAT Cohort Growth Percentile</p> <p>The SAT Cohort Growth Percentile represents the growth our students make while they are here with us at Hancock. For SY19, our growth percentile was at the 39th percentile, down from 49th percentile in SY18. This tells us that this is an area of critical need.</p>	Overall		45.00	55.00
	Latinx			
<p>SQRP: PSAT10 Annual Growth Percentile-Math</p> <p>While the majority of our students meet benchmarks, we have not seen the growth we need on the PSAT 10. This is a change from the PSAT9 growth percentile data which was in the 89th percentile in SY18 and the 96th percentile in SY19. We want to dive into the 10th grade data to determine the root cause of this data dip so that when our students reach SAT they are prepared to meet their full potential. In SY18 the Math growth percentile was in the 16th percentile and in SY19 it was in the 7th percentile.</p>	Overall		30.00	40.00
	Latinx			

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: SAT Annual Growth Percentile-Reading	Overall		50.00	60.00
This is a particularly troubling data point because we did so well at SY18 (72nd percentile) compared to SY19 (28th percentile). Our English II and USH teachers are stumped and so we would like this to be an area of focus so we can uncover information and make appropriate adjustments.	African American			
	(Blank)			
(Blank)				

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Relational Trust (teacher to teacher trust)				85.00	90.00

Custom metrics (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
GPA or 3.0 or higher among our male students While we have an overall goal that 63% of our students will have a 3.0 GPA or higher, we experience a decline in this metric after students complete the 9th grade. The female students traditionally outpace the male students - especially in 10th and 12th grade. Currently, 51% of our males are achieving Bs or Better while 69% of our females are. Student performance varies significantly by race - specially among our African-American students. At this time, only 39% of our African American students have a 3.0 or higher GPA.		51.00		56.00	63.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
GPA or 3.0 or higher among our African American students While we have an overall goal that 63% of our students will have a 3.0 GPA or higher, we experience a decline in this metric after students complete the 9th grade. The female students traditionally outpace the male students - especially in 10th and 12th grade. Currently, 51% of our males are achieving Bs or Better while 69% of our females are. Student performance varies significantly by race - specially among our African-American students. At this time, only 39% of our African American students have a 3.0 or higher GPA.		39.00		45.00	50.00
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	professional development on increasing teacher capacity around developing and refining a rigorous curriculum and implementing effective instruction across grade levels
Then we see...	classroom activities and tasks that increase in difficulty, reflecting increase in rigor from PSAT9 to SAT
which leads to...	increase in SAT cohort growth percentile and PSAT growth overall.
Budget Description	In order to ensure instructional coaching is carried out with fidelity, we need to have two teachers with a reduced teaching load (teacher positions); this also applies to data coaching included in strategy 2. Extended day buckets will be essential for paying the Curriculum Mapping Leadership team for their time in providing teachers with feedback on instructional planning documents, as well as teachers for the reflection and collaboration required for successful vertical alignment planning. Professional Development Consultants for Reading Apprenticeship work as well as Lesson Study and Academic Approach is needed to provide support to admin and teaching and learning team. Materials will need to be purchased such as professional resources and textbooks that will allow us to meet our goals of curriculum refinement in all areas, but especially with social science and our work with the curriculum equity initiative, In additional, we will continue to purchase subscriptions to supplemental resources such as Albert.io, Academic Approach and Criterion. Finally, we would like to extend professional learning opportunities to key staff through conferences and other professional learning opportunities.

Tags	Structure for Continuous Improvement, Instruction, Assessment: Curriculum Equity Initiative
Action steps	<ul style="list-style-type: none"> • (Completed) Ensure common planning time exists in master schedule for all course teams and data coaches Tags:Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Schedule weekly department meeting time with focus on lesson study and instructional planning/reflection. Tags:Curriculum, Instruction • (Not started) Reduced teaching schedule for Curriculum Coordinator and Admissions Director for instructional coaching Tags:Instruction • (Not started) Continue to hold Curriculum Mapping Leadership Team (CMLT) meetings monthly to provide teachers with feedback on instructional planning documents and vertical alignment. Tags: • (Not started) Work with PPLC and CMLT to refine curriculum mapping process and expectations to ensure effective planning of and reflection on instruction, with specific regard to vertical alignment and increased difficulty in academic tasks and assessments. Tags: • (Not started) Provide teachers with extended day opportunity to meet as teams and engage in data reflection protocol on vertical alignment process at the end of each semester. Tags: • (Not started) Conduct reflection protocols on S1 and S2 Assessment maps with a focus on target standards, how they were assessed, if they align with SAT suite of assessments and bridge to the next year. Tags: • (Not started) Through coaching, provide teachers with differentiated supports around mapping/instructional planning Tags:

	<ul style="list-style-type: none"> • (Not started) With ILT, continue exploration of SY20 lesson study research question <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) With ILT, extend lesson study work to a department wide focus on vertical alignment for S2. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue with Reading Apprenticeship cohort of teachers with the potential for exploring additional professional development with West Ed. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue partnerships with Academic Approach, Alberti.o, Criterion for assessment support related to SAT suite of assessments. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Partner with Social Science Department to revise World Studies curriculum using Curriculum Equity Initiative <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Partner with Social Science Department to revise USH curriculum using Curriculum Equity Initiative <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Purchase Anchor Text(s) for staff professional development <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Focus staff professional development on understanding the rigor of the SAT suite of assessments and how teacher created assessments can align to the different levels of difficulty on SAT/PSAT questions <p>Tags:</p>
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Strategy 2

If we do...	work to provide our stakeholders with varied supports to better understand students? academic performance and assessment data through cycles
Then we see...	teachers and parents working with students to ensure they understand their data as well as how to set appropriate academic goals

which leads to...	a decrease in anxiety around data and an increase in motivation to improve student outcomes around GPA and PSAT/SAT.
Budget Description	As mentioned in Strategy I, reduced teaching load for data coaches is essential. In addition, materials and supports in the form of professional development will help the team prepare the most effective data cycles for professional development, such as work consultants with Academic Approach can do with specific junior level course teams. Equipment will also be essential to enhance communication with stakeholders virtually. Extended Day buckets will be used for training to the goal setting team and to teachers who would like additional opportunities to complete data deep dives.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) Develop and Implement workshops for parents to ensure understanding of student academic performance: standards based grading and choice of target standards, meaning of GPA, content of SAT suite of assessments, KHAN academy and how parents can support their students. Increase parent involvement by recording said workshops for parents unable to attend. Tags: • (Not started) Continue to hold data conversations with course teams, but refine current data conversation practice with course teams to include using data to inform differentiated instruction. Tags: • (Not started) In Lesson Study cycles, add a data component so that departments align teacher created assessments to SAT suite of assessments. Tags: • (Not started) Incorporate new professional learning into PD plan to ensure teachers have opportunity to review SAT and PSAT data more regularly in comparison to teacher created assessments. Tags: • (Not started) Refine P/SAT goal setting process for students to increase the amount of conversations and enhance support in setting realistic goals/creating action plans to meet them. Tags: • (Not started) Create methods for students to understand connection between GPA, test scores, and target standards for more effective tracking of performance by students. Tags:

	<ul style="list-style-type: none"> • (Not started) In academic lab (or other appropriate setting), include SEL support for students in the form of mindfulness around testing, understanding the demands of the SAT, and uncovering ways to handle the stress of testing. <p>Tags:</p>
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Strategy 3

If we do...	intentionally keep race and equity at the center of all our work,
Then we see...	a shift in student and adult mindsets, student engagement and levels of trust among stakeholders
which leads to...	an inclusive curriculum that honors our students' experiences, interests and needs, an increased opportunity for student and parent voice in our pedagogical decisions, and an increase in the GPA of our African American students and male students
Budget Description	The resources needed here include extended day for the Race and Equity Task Force as well as fund for our consultants from Bridges and Boundaries. We also need equipment funds for students groups to support new communication efforts to stakeholders as well as materials to improve social science curriculum based on feedback from the curriculum equity initiative.
Tags	Relational Trust, Assessment: Curriculum Equity Initiative, Equity: Fair Policies and Systems, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) Continue partnership with Bridges and Boundaries for Race and Equity Task force support <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Increase service learning opportunities to empower students to be civically engaged and to see the connection between the curriculum and the real world. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue to use flex PD time through grade level teams to pursue race and equity work with the entire staff; per staff vote. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue work in the Social Science department to assess curriculum for cultural relevance using the Curriculum Equity Initiative rubric <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Survey parents to find out the best way to promote their engagement and participation (perhaps including virtual opportunities) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Improve methods of communication from school to parents through variety of offerings (both in person as well as recordings) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Target students who would benefit from College and Career Readiness programs, such as: Urban Alliance and Genesys Works, dual-enrollment, etc to increase their engagement during senior year <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Use our podcast club to create a monthly schedule of after-school programming for video club (record and release information). <p>Tags:</p>
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Strategy 4

If we do...	professional development for teachers around the implementation of social emotional learning standards and non-cognitive supports for students, especially males
Then we see...	students who are equipped to take academic risks, advocate for themselves, manage anxiety and stress, and execute organizational and planning strategies
which leads to...	higher GPAs, higher test scores, higher attendance, and higher student involvement in school based activities.
Budget Description	Without resources in the form of community partners, materials, and professional learning, we will not be able to enhance our work with social emotional learning standards and academic lab. We plan to research options for workshops that would benefit students who are struggling with organization and planning as well as ways to cope with anxiety. Both teachers and students need support in these areas.
Tags	CBE: SEL Integration, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Include a method for collaborative unpacking of SEL standards in professional development plan to Identifying appropriate standards for each grade level. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Support instructional coaches work to help teachers implement SEL standards with fidelity.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Continue to support teachers in the implementation of Calm Classroom techniques
	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Create counseling lessons that include and unpack SEL standards with students; students will work to understand how those standards are related to their goals and academic success as well as their mental health.
	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Revise the academic lab student planner so that students include progress towards identified SEL standards on a quarterly basis.
	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Include opportunity to teachers and students to discuss progress towards meet SEL standards in course team meetings and/or grade level team meetings
	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Continue structured ac lab for struggling freshmen
	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Research outside options for academic lab to include SEL support around non-cognitive skills for students
	<p>Tags:</p>

Action Plan

Strategy 1

Completed Dec 01, 2020

Ensure common planning time exists in master schedule for all course teams and data coaches

Jun 01, 2020 to Sep 01, 2020 - Admin; Programmer

Schedule weekly department meeting time with focus on lesson study and instructional planning/reflection.

Jun 01, 2020 to Jun 30, 2022 - Admin; Programmer; ILT Leads

Reduced teaching schedule for Curriculum Coordinator and Admissions Director for instructional coaching

Jun 01, 2020 to Sep 01, 2020 - Admin

Continue to hold Curriculum Mapping Leadership Team (CMLT) meetings monthly to provide teachers with feedback on instructional planning documents and vertical alignment.

Sep 01, 2020 to Jun 30, 2022 - Curriculum Coordinator; Admin

Work with PPLC and CMLT to refine curriculum mapping process and expectations to ensure effective planning of and reflection on instruction, with specific regard to vertical alignment and increased difficulty in academic tasks and assessments.

Jul 01, 2020 to Jul 24, 2022 - Teaching and Learning Team

Provide teachers with extended day opportunity to meet as teams and engage in data reflection protocol on vertical alignment process at the end of each semester.

Jan 15, 2021 to Jun 29, 2022 - Teaching and Learning Team

Conduct reflection protocols on S1 and S2 Assessment maps with a focus on target standards, how they were assessed, if they align with SAT suite of assessments and bridge to the next year.

Aug 01, 2020 to Jun 30, 2021 - Teaching and Learning Team

Through coaching, provide teachers with differentiated supports around mapping/instructional planning

Aug 01, 2020 to Jun 30, 2021 - Teaching and Learning Team

With ILT, continue exploration of SY20 lesson study research question

Aug 16, 2020 to Jan 28, 2021 - ILT

With ILT, extend lesson study work to a department wide focus on vertical alignment for S2.

Jan 17, 2021 to Jun 30, 2021 - ILT

Continue with Reading Apprenticeship cohort of teachers with the potential for exploring additional professional development with West Ed.

Sep 01, 2020 to Jun 22, 2022 - Curriculum Coordinator

Continue partnerships with Academic Approach, Alberti.o, Criterion for assessment support related to SAT suite of assessments.

Sep 01, 2020 to Jul 01, 2021 - Admin

Partner with Social Science Department to revise World Studies curriculum using Curriculum Equity Initiative

Jul 01, 2020 to Jun 30, 2021 - Social Science Chair, Teaching and Learning Team

Partner with Social Science Department to revise USH curriculum using Curriculum Equity Initiative

Jul 08, 2021 to Jun 30, 2022 - Social Science Chair, Teaching and Learning Team

Purchase Anchor Text(s) for staff professional development

Sep 01, 2020 to Jun 30, 2021 - Teaching and Learning Team

Focus staff professional development on understanding the rigor of the SAT suite of assessments and how teacher created assessments can align to the different levels of difficulty on SAT/PSAT questions

Aug 01, 2020 to Jun 30, 2021 - Teaching and Learning Team

Strategy 2

Develop and Implement workshops for parents to ensure understanding of student academic performance: standards based grading and choice of target standards, meaning of GPA, content of SAT suite of assessments, KHAN academy and how parents can support their students. Increase parent involvement by recording said workshops for parents unable to attend.

Jul 01, 2020 to Jun 30, 2021 - Teaching and Learning Team; Parent and Resource Coordinator

Continue to hold data conversations with course teams, but refine current data conversation practice with course teams to include using data to inform differentiated instruction.

Sep 01, 2020 to Jun 30, 2021 - Teaching and Learning Team

In Lesson Study cycles, add a data component so that departments align teacher created assessments to SAT suite of assessments.

Jan 18, 2021 to Jun 30, 2021 - ILT

Incorporate new professional learning into PD plan to ensure teachers have opportunity to review SAT and PSAT data more regularly in comparison to teacher created assessments.

Aug 23, 2020 to Jun 30, 2021 - Teaching and Learning team

Refine P/SAT goal setting process for students to increase the amount of conversations and enhance support in setting realistic goals/creating action plans to meet them.

Dec 21, 2020 to May 27, 2022 - Teaching and Learning Team; Goal setting team

Create methods for students to understand connection between GPA, test scores, and target standards for more effective tracking of performance by students.

Aug 23, 2020 to Jun 30, 2021 - Department Chairs

In academic lab (or other appropriate setting), include SEL support for students in the form of mindfulness around testing, understanding the demands of the SAT, and uncovering ways to handle the stress of testing.

Oct 01, 2020 to May 28, 2021 - counselors, admin

Strategy 3

Continue partnership with Bridges and Boundaries for Race and Equity Task force support

Jul 01, 2020 to Jun 30, 2021 - Admin and R/E task force

Increase service learning opportunities to empower students to be civically engaged and to see the connection between the curriculum and the real world.

Sep 01, 2020 to Jun 30, 2022 - service learning coordinator

Continue to use flex PD time through grade level teams to pursue race and equity work with the entire staff; per staff vote.

Jun 30, 2020 to Jun 30, 2022 - Race and Equity Task Force

Continue work in the Social Science department to assess curriculum for cultural relevance using the Curriculum Equity Initiative rubric

Aug 23, 2020 to Jun 30, 2021 - Teaching and Learning Team; Social Science Chair

Survey parents to find out the best way to promote their engagement and participation (perhaps including virtual opportunities)

Jul 01, 2020 to Jun 30, 2021 - Parent Resource Coordinator; Admin

Improve methods of communication from school to parents through variety of offerings (both in person as well as recordings)

Jul 01, 2020 to Jun 30, 2022 - Parent Resource Coordinator; Admin

Target students who would benefit from College and Career Readiness programs, such as: Urban Alliance and Genesys Works, dual-enrollment, etc to increase their engagement during senior year

Jan 01, 2021 to Jun 30, 2021 - Counselors

Use our podcast club to create a monthly schedule of after-school programming for video club (record and release information).

Oct 01, 2020 to Apr 22, 2022 - Resource Coordinator

Strategy 4

Include a method for collaborative unpacking of SEL standards in professional development plan to Identifying appropriate standards for each grade level.

Aug 17, 2020 to Dec 31, 2020 - Counselors, Teaching and Learning Team

Support instructional coaches work to help teachers implement SEL standards with fidelity.

Jan 01, 2021 to Jun 30, 2021 - Counselors, Teaching and Learning Team

Continue to support teachers in the implementation of Calm Classroom techniques

Sep 01, 2020 to Jun 30, 2022 - Admin, Calm Classroom Liaison

Create counseling lessons that include and unpack SEL standards with students; students will work to understand how those standards are related to their goals and academic success as well as their mental health.

Nov 09, 2020 to Jun 30, 2021 - Counselors

Revise the academic lab student planner so that students include progress towards identified SEL standards on a quarterly basis.

Aug 17, 2020 to Jun 30, 2021 - SAS team

Include opportunity to teachers and students to discuss progress towards meet SEL standards in course team meetings and/or grade level team meetings

Sep 01, 2020 to Jun 30, 2021 - Race and Equity Task Force; teaching and learning team

Continue structured ac lab for struggling freshmen

Oct 04, 2020 to Apr 23, 2021 - Care Team

Research outside options for academic lab to include SEL support around non-cognitive skills for students

Nov 02, 2020 to Jun 30, 2021 - SAS

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.

JHCP conducts several assessments covering all grade levels and content areas, aligned to both state and national achievement standards both formally and informally throughout the school year. Teacher teams work collaboratively to create interim assessments to capture student progress quarterly. In addition, students in grades 9-11 take both beginning of the year as well as middle of the year assessments aligned to P/SAT standards prior to the Spring assessment. Results are shared with teachers individually and as teams to create goals and modify curriculum to support student growth. Students also work through goal setting assignments in core classes based on assessment results. Strategies identified in our first theory of action will continue to support and track this work through both our Instructional Leadership Team, our Curriculum Mapping Leadership Team as well as our Teaching and Learning team.

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

JHCP provides multiple opportunities to support student academic achievement, both built in to our master calendar during instructional minutes, as well as through extracurricular programming. Two-three times per week, students have additional time built in (Academic Lab) to receive individualized supports from classroom teachers as well as receive additional interventions from partners. In addition, teacher teams meet with a data coach monthly to review data from assessments and adjust instruction so that students have multiple opportunities to master the skill. Our second theory of action aims to improve the importance of understanding assessment data so that teachers, students and families can ensure progress for individual student success is being met.

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.

Our Instructional Leadership Team continues to refine our "Lesson Study" cycles to not only strengthen our core academic program, but continue to explore what critical thinking look likes at JHCP. Teachers provide feedback to each other's initial research question, teaching the same lesson and providing the same assessments, to gather data on student learning. Teachers across content areas then dive into professional literature to further research student development in that content area, and create assessments that will provide the evidence and data that they need to answer their questions. Further

development of that professional learning cycle with the help of our Teaching and Learning team will ensure that curriculum is aligned both vertically and horizontally, and that students in all classes have appropriate scaffolds to access the materials.

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).

The Social and Academic Supports team meets biweekly to analyze student data to both track progress of tier 1 academic and social emotional systems and structures, but also create and implement targeted interventions to students who fall into Tier 2 categories. SAS will continue to explore how implementing SEL into our current core curriculum, as well as prioritizing structured AcLab, can further support students who do not meet benchmarks. They will also continue to monitor the implementation of Calm Classroom, providing professional development opportunities as needed for staff. JHCP also has a CARE team that meets bimonthly to monitor and support our most vulnerable populations with wraparound services from both internal and outside stakeholders. Our CIWP has specifically outlined goals to support the grade point average of our African American students and male population, both under-served populations at JHCP, so that they can meet the "Bs or Better" goal that JHCP has suggested for our students.

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

JHCP is a selective enrollment high school, with two specialty programs, CTE Pre-Engineering and Law. Further, Hancock continues to utilize the anchor text, "Culturally Responsive Teaching and the Brain" by Zaretta Hammond to analyze how adult mindset and implicit bias may lower teaching expectations for students, particularly students of color. It is extremely important to communicate that vision to all new staff members, as our school community has voted to incorporate this grade-level work into our instructional day. All teaching staff have an individualized instructional coach outside of their performance evaluations, so that teachers can receive timely feedback to improve instruction. Coaches meet with teachers twice per month to both support the development and implementation of teaching goals. Finally, while we aim to prioritize graduation requirements in our master calendar, Hancock continues to offer a variety of courses, including 18 Advanced Placement courses, 4 dual credit courses, and electives in every content area. This has allowed teachers to expand on their areas of expertise, offering our students a variety of courses across all disciplines.

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.

JHCP works collaboratively with all stakeholders to incorporate professional development opportunities that are aligned to district, state and federal guidelines, while also allowing teachers to experience more direct support on the understanding the needs of the community they serve. Teachers, counselors, paraprofessionals and students have all contributed to the development of our professional learning matrix, as well as led sessions that have directly impacted teacher learning. In addition, we provide a flexible schedule that allows for teachers to have some choice in their learning opportunities, when possible.

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

With the support of our parent resource coordinator, we have strengthened the communication pipeline with our families so that more parents are receiving both district and local updates through ASPEN or our

internal parent email list. Our Parent Advisory Council continues to thrive, hosting over 75 families in-person monthly, as they gather to plan different parent learning opportunities with the support of our RC. We host orientations for all grade levels, and their parents in the summer, focusing on a two-week workshop for incoming 9th grade students (Freshmen Connection). We also provide targeted workshops to families throughout the year, such as Senior Parent Night or Freshmen Curriculum Night, to ensure families understand both academic and post-secondary supports available at Hancock. We also work with partner organizations, such as NAMI, to provide mental health workshops to parents so they are also receiving information from different professionals in the field. We currently offer information to families via email, hard mail, robocalls, Remind text messages, newsletters and social media. We are aiming to include recordings through our podcast club to further support parent access to digital information.

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.

Not applicable

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.

Every year, our assessment plan is presented to a team of teachers and is then voted on to ensure that administration and staff are working collaboratively to accurately assess student progress, without overwhelming both students and teachers. At JHCP, we currently utilize assessments to assess national growth (P/SAT) as well as growth in district and state level assessments. While national assessments, such as the P/SAT or Advanced Placement Exams, are already designed, teachers have autonomy in creating unit and interim assessments that align to those standards.

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.

JHCP is a standards-based grading school that measures student performance against course standards. Our grading policy ensures that every student has the opportunity to retake assignments with the purpose of improving mastery. Teachers enter grades weekly through our ASPEN Gradebook system, and information is in real-time, providing parents with current progress on student assignments. Biweekly data pulls help the administrative team identify teachers who may need additional support to ensure students are receiving timely feedback. Parents are sent progress reports at the 5th week, 15th week, and 35th week mark. Parents receive quarterly report cards at the 10th and 25th week mark. Parents will receive students final grades, which will be recorded on high school transcripts, at the end of first and second semester (January and June).

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.

Our counseling department meets biweekly with representatives throughout the building including attendance, discipline, community outreach and internal partners as well as our post-secondary supports to ensure that students have access to programs and services that fit their various needs. We have a dedicated liaison supporting our Students in Transitional Living Situations and additional funds were added to that account as this population has slightly increased from SY19 to SY20. In addition, we share

district and national resources on our web-page, under Parent Resources. Our Pre-Law program continues to bring events to families in our community at either low-cost or free options. Hancock also continues to work with community partners to also offer on-site training, including adult education programs.

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.

JHCP has a part-time parent engagement coordinator who supports our PAC chair in understanding the plans and policies of organizing a parent committee. All documents are duplicated so that both the PAC chairperson and the school have hard copies at hand. The process is reviewed annually by a network liaison to ensure that we are following guidelines.

In addition, the PAC committee provides parents with a needs assessment and distributes surveys after every parent meeting and workshop provided. The feedback is then reviewed by the PAC committee who uses the data to align the PAC budget to parent needs. Information on the PAC budget and parent engagement initiatives is provided to parents on a monthly basis through the PAC meetings and LSC meetings. Furthermore, members of the PAC committee sit in the CIWP planning team to ensure that parent engagement initiatives align with the over all vision of the school.

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

Parents will be notified of all family meetings engagement meetings through email, robocall, the JHCP parent newsletter, social media, and through remind 101. The part-time parent engagement coordinator consistently updates the parent section of the schools website to provide information and dates of all the parent meetings. The PAC committee also distributes informational flyers to parents during open house, orientation, welcome back to school BBQ, and during report card pickup. Furthermore, the part-time engagement coordinator and PAC committee individually call all incoming 9th grade parents to welcome them to the school and invite them to a variety of parent workshops offered in the summer and to the Title 1 Annual Meeting and the Title I PAC Organizational Meeting. The projected date for the Title I Annual Meeting is Thursday, September 17, 2020 and the projected date for the Title I Organizational PAC meeting is Thursday, October 8,2020.

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 are encouraged to leave feedback and suggestions after every meeting using the parent feedback survey created by the PAC committee. The administration team at Hancock attends all parent meetings and provides information on the state of the school and any upcoming events. During the PAC meetings parents are given a space where they can ask administration their questions directly and provide any feedback. Parents are also encouraged to send any questions that were unanswered to the part-time parent engagement coordinator via email. The part-time parent engagement coordinator meets with administration and the PAC committee on a monthly basis to review the feedback and suggestions provided by parents.

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.

Admin and other school officials will host town halls to explain State assessments in general as well as how to understand student performance on said assessments. Each student has access to online reports and a paper copy courtesy of College Board is sent home.

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.

Any student who is seated in courses that are not taught by "highly qualified" teachers will be notified by hard mail. Parents will also be provided with the information at the annual state of the school address in October, 2020 during both the Local School Council and Parent Advisory Council meetings.

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.

During town halls mentioned above, as well as during PAC meetings and RCPU, admin and staff will engage parents in conversations about standards based grading, the process behind choosing standards for instruction, how teacher created assessments provide accurate data around student performance on standards, and how we provide students with multiple experiences to achieve mastery on standards including the process for reteaching skills.

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.

The part-time family engagement coordinator will work closely with the school office manager to increase the number of parents enrolled in the ASPEN parent portal. Workshops on how to navigate and understand the information provided on parent portal will be provided to parents in English and Spanish. Parents will also receive workshops that will explain how students use google classrooms and how they can use google classrooms as parents.

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.

Parent and Family Engagement is one of our goals and we plan to accomplish an increase in communication through townhalls that are recorded and shared with parents who are unable to attend, working with our podcast club to increase awareness of programs and initiatives, and including parent communication as a part of our data cycles with course teams.

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 to high school

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.

Information related to the school, family programs, and other activities is sent to parents in both English and in Spanish to the emails provided in ASPEN, robocalls, and remind 101. Furthermore, parent workshops, meeting agendas, and meeting minutes are also available in both languages. Hancock also has a team of staff members who assist with translation whenever it is needed.

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.)

John Hancock College Prep empowers students through academic and social engagement to create change in their personal lives and in their communities.

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.

JHCP will host two parent teacher conferences, one in the first quarter (November, 2020) and the another during the third quarter (April 2021).

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

Parents will receive progress reports at the 5th, 15th, and 35th week mark. Parents will also receive a hardcopy of their child's quarterly progress report at the 10th and 30th week mark. All parents are also encouraged to sign up for ASPEN so they can have access to their child's real time progress.

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

Teachers, staff and administration are available by appointment. Parents can either contact teachers directly, staff emails are located on the school website. Parents can also call in to the main office to ask for a support staff to facilitate with setting up a time to meet with teachers. Counselor caseloads are shared on the website so parents know which counselor to contact for their specific child. Administration and support staff are available when needed, but it is best to try to create an appointment in advance to ensure needs are being met. Staff is available to support with the translation of Spanish, Polish, Arabic and Lithuanian.

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

Parents who wish to volunteer at JHCP must first obtain clearance through CPS's volunteer process as either a Level 1 or Level 2 volunteer. All parents must be approved in the database, and provide a copy of their ID, prior to volunteering at school. Parents have assisted with events such as field trips, assemblies, dances, sporting events, and schoolwide celebrations. In addition, parents have been invited to participate in panels, such as interviewing new staff or conducting learning walks with our Social and Academic Supports team.

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

As written in our student handbook by our PAC members, parents will support JHCP by:

- *Monitoring attendance and grades on Aspen Parent Portal
- *Providing a quiet space and time to do homework
- *Making sure homework is completed
- *Ensuring your child attends college visits, or visits Hancock's college lab
- *Participating on college tours, discussing college and helping set goals for your child's future
- *Monitoring the amount of television and the types of programs our children watch
- *Volunteering to help with school programs
- *Using Chicago resources to enrich learning during vacations
- *Participating in school workshops, Parent University, and attending events;
- *Working with other parents on volunteer projects such as fund-raising;
- *Promoting positive use of extracurricular time;
- *Meeting with teachers or other Hancock staff to ensure open and consistent communication;

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

As written in our student handbook by our PAC members, parents will support JHCP by:

- *Participating, as appropriate, in decisions relating to our students' education;
- *Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or school district either received by our children or by mail and responding, as appropriate; and
- *Serving, to the extent possible, on policy advisory groups, such as the PAC, the Citywide Policy Advisory Council, the LSC, the Bilingual Advisory Council, or other school advisory or policy groups.

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).

(As written in our student handbook)

We, as students, will support our learning by the following:

- Attending school regularly, on time, and ready to learn
- Working hard to do all my school assignments
- Utilizing my digital plan to progress monitor my goals during Academic Lab
- Tracking my grades and attendance on ASPEN
- Participating in college tours and workshops; completing counseling workshops to support the development of my individual learning plan
- Following school rules and regulations;
- Having my school ID with me at all times; showing it to school staff as requested
- Showing respect, integrity, and responsibility;
- Viewing my learning as my first priority.
- Build relationships with trusted adults in the building so I can ask for support in times of need.

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.

This will be updated after the organizational meeting in July, 2020, to ensure parents have created goals and moved the money around to the appropriate programs. Our parent resource coordinator supports our PAC in creating a calendar of meetings, as well as supporting the development of the agenda, so parents can remain organized and submit documentation when needed.

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.	\$2000.00
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.	\$2000.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$1404.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
