

John Marshall Metropolitan High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Jammie Poole	Principal	jpoolejr@cps.edu	No Access
Tiffany Gore	Asst. Principal	tggore@cps.edu	No Access
Jessica LaFrenz	Instructional Coach/Attendance Officer	jlaFrenz@cps.edu	No Access
Alfred Beard	Case Manager	albeard@cps.edu	No Access
Terrance Lang	Dean of Students	tllang@cps.edu	No Access
Taylor Daum	Guidance Counselor	tdaum1@cps.edu	No Access
Dorian Tyler	Post Secondary Coach	dlt Tyler@cps.edu	No Access
Rhonda Bonner	LSC Chair	rbonner_71@hotmail.com	No Access
Roy Baldon	Alumni President/PAC Chair	roycbaldon@yahoo.com	No Access

Team Meetings

Date	Participants	Topic
02/06/2020	All CIWP Team Members	Set Meeting dates and Target priorities

Framework

Category scoring

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

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
 - 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)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 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)
 - 1 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:**
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 1 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
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 2 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
 - 1 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 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:**
- 2 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 1 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 2 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:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 1 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

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

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

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

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
	African American		82.00	85.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate Attendance affects freshman on track rate, graduation rate, increases potential for drop out for students under 80%	Students with IEPs		82.00	85.00
Vision: 4 Year Graduation Rate This is a metric we can put human capital and funding around to reach our goal of 70%	Overall		70.00	73.00
Vision: College Enrollment With the addition of a full and part time college and career coach we believe we can meet the targeted goal. we will also increase incentives and funding behind the post-secondary effort	Overall		40.00	50.00
Vision: Freshman On-Track Freshman on track is important in that it affects our college going rate, 4 year graduation rate, PSAT annual growth rate	Overall		92.00	93.00
	Students with IEPs		93.00	95.00
SQRP: PSAT10 Annual Growth Percentile-Math This metric is important in that we are putting funding around supplementary resources to move our students growth percentage. We will also be starting the school year fully staffed with math teachers and increase our Khan Academy	Overall		25.00	30.00

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...	Research suggests that classroom instruction is the most important lever to increasing student achievement. The foundation of effective instruction is having maps that are properly aligned to the rigor and content of the standards. As a result, ensuring that maps are properly aligned will increase Growth and Attainment rates. Consequently, with fidelity, teachers will implement a standards - based, benchmark assessment system that is aligned to the CCSS.
Then we see...	A cohesive, rigorous instructional framework that aligns what is written, what is taught, and what is assessed.
which leads to...	Properly aligned curriculum maps that result in at least 8% increase of students meeting or exceeding growth targets on the PSAT/PARCC assessments. At least 85% of staff proficient in domain 1d of the Teaching for Learning Framework.
Budget Description	There will a \$15,000 bucket open for professional development and consultancy to work with teachers and administration.
Tags	Curriculum, Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Create curriculum maps that are aligned to CRS and CCSS. Tags:CIDL: Curriculum (Not started) Create benchmarks assessments that are aligned to curriculum maps. Tags:Assessment: Monitoring Student Learning to Support Growth (Not started) Create benchmark assessment rubric Tags: (Not started) Administer quarterly interim assessments. Tags: (Not started) Conduct interim assessment analysis, and adjust curriculum maps as a result of the data.

	<p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) Create an internal rounds instructional calendar to monitor CCSS/benchmark implementation. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Ensure that all grade books are aligned to benchmark assessment grading system. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create interdisciplinary units that are aligned to CCSS. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create individualized professional development plans for teachers to monitor and support effective implementation of CCSS. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Launch student data dialog <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop an incentives program to reward students who reach proficiency with benchmarks <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) ILT members will attend a leadership/team building retreat <p>Tags:</p>
--	---

Strategy 2

<p>If we do...</p>	<p>An initial analysis of literacy scores for incoming freshmen suggests that students' reading comprehension skills must be strengthened. Specifically, NWEA data suggests that the freshman class has a wide range of literacy skills, some extremely developed (Hi-HiAvg) and some underdeveloped, (Low -LowAvg). To address these gaps and ranges, teachers must employ targeted instructional strategies. As a result, the administrative team will develop professional development cycles to ensure that teachers implement close reading & text dependent questions.</p>
<p>Then we see...</p>	<p>A targeted, school-wide emphasis on increasing students' reading comprehension skills. A professional development cycle that provides teachers with research, provides opportunities for safe practice and feedback, and results in improved instruction.</p>

which leads to...	100% of teachers implement close - reading & text - dependent questions, resulting in at least 50% of students meeting or exceeding literacy growth targets (PSAT). At least 85% of teachers proficient in domains 1a & 3b of the Teaching for Learning Framework.
Budget Description	\$8000 for funding put aside to support Wilson Reading Program and developmental training for teachers.
Tags	MTSS, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences
Action steps	<ul style="list-style-type: none"> • (Not started) Teachers attend close reading and text dependent question professional development sessions. Tags: • (Not started) Develop curriculum maps that reflect opportunities to implement appropriate, text dependent questions, and close reading. Tags: • (Not started) Teachers travel to a school to CCSS literacy strategies in action. Tags: • (Not started) Create lesson plan rubric/checklist to reflect effective, literacy strategy implementation. Tags: • (Not started) Create a PLC that focuses on close reading, text dependent questions, and text complexity research. Tags: • (Not started) Develop a tutoring center designed to students who are failing in English and/or Social Studies Tags:

Strategy 3

If we do...	According to Maslow's Hierarchy of needs, safety and security are prerequisites for ensuring that one has the ability to become self-actualized or reach his/her full potential. In the same way, students ensuring that students are emotionally and physically safe is at the heart of an effective instructional program. Thus, the administrative team will develop effective school - wide systems, structures, policies, and procedures, including Lemov's "Teach Like a Champion" and Peace Circles.
-------------	---

Then we see...	Implementing these strategies will result in the following: - A safe and orderly environment for staff and students -Clear, school - wide expectations and procedures - Common language regarding disciplinary issues and restorative practices -Cohesive system for identifying students' social-emotional needs & disciplinary issues as well clarity regarding the response systems
which leads to...	Attendance rate of 80% or better. 10 per 100 students misconducts or fewer. "Highly supportive" rating on "My School, My Voice" survey. At least 80% of teachers proficient in domain two of the Teaching for Learning Framework.
Budget Description	\$5000 for funding set aside for teacher training and student incentives \$17,000 for Umoja \$20,000 for part time security
Tags	MTSS, MTSS: Family and Community Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) Re-Develop "Faculty and Student Handbook" that outlines school-wide policies and procedures. Tags: • (Not started) Host parent-student orientation session. Tags: • (Not started) Form SEL Team Tags: • (Not started) Create discipline/attendance/tardy/student failure google doc. (BAG Reports) Tags: • (Not started) Develop and train teachers on the response system. Tags: • (Not started) Divide students into tiers based on elementary school discipline data Tags: • (Not started) Establish weekly mentoring program for tier two students Tags: • (Not started) Provide counselor and staff with Restorative Practices and Think First, and peace circles professional development Tags:

	<ul style="list-style-type: none"> • (Not started) Create a calendar of events that proactively corresponds with disciplinary trends and patterns. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Establish school-wide incentives system. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Hire Part time security officers to work 12-4pm each day <p>Tags:</p>
--	--

Action Plan

Strategy 1

Create curriculum maps that are aligned to CRS and CCSS.

May 21, 2020 to Aug 20, 2020 - Team Leads

Create benchmarks assessments that are aligned to curriculum maps.

May 21, 2020 to Aug 20, 2020 - Team Leads

Create benchmark assessment rubric

May 12, 2020 to May 20, 2020 - Principal

Administer quarterly interim assessments.

Oct 15, 2020 to Apr 30, 2021 - Instructional Coach

Conduct interim assessment analysis, and adjust curriculum maps as a result of the data.

Nov 09, 2020 to Nov 16, 2020 - Team Leads

Create an internal rounds instructional calendar to monitor CCSS/benchmark implementation.

May 29, 2020 to May 29, 2020 - Principal

Ensure that all grade books are aligned to benchmark assessment grading system.

Aug 31, 2020 to Aug 31, 2020 - Programmer

Create interdisciplinary units that are aligned to CCSS.

Jul 01, 2020 to Aug 27, 2020 - Team Leads

Create individualized professional development plans for teachers to monitor and support effective implementation of CCSS.

Jul 01, 2020 to Aug 21, 2020 - Administration

Launch student data dialog

Oct 01, 2020 to Jun 15, 2021 - Asst. Principal

Develop an incentives program to reward students who reach proficiency with benchmarks

Jul 01, 2020 to Sep 30, 2020 - Asst. Principal

ILT members will attend a leadership/team building retreat

Jul 30, 2020 to Jul 30, 2020 - Principal

Strategy 2

Teachers attend close reading and text dependent question professional development sessions.

Jun 30, 2020 to Jul 30, 2020 - Principal

Develop curriculum maps that reflect opportunities to implement appropriate, text dependent questions, and close reading.

May 21, 2020 to Sep 10, 2020 - Team Leads

Teachers travel to a school to CCSS literacy strategies in action.

Oct 19, 2020 to Nov 03, 2020 - Asst. Principal

Create lesson plan rubric/checklist to reflect effective, literacy strategy implementation.

May 25, 2020 to Jun 01, 2020 - Principal

Create a PLC that focuses on close reading, text dependent questions, and text complexity research.

Sep 10, 2020 to Feb 28, 2021 - Team Leads

Develop a tutoring center designed to students who are failing in English and/or Social Studies

Aug 03, 2020 to Aug 28, 2020 - Asst. Principal

Strategy 3

Re-Develop "Faculty and Student Handbook" that outlines school-wide policies and procedures.

Jun 03, 2020 to Jun 10, 2020 - Leadership Team

Host parent-student orientation session.

Aug 19, 2020 to Aug 20, 2020 - Counselor/School Dean/Attendance Clerk

Form SEL Team

Aug 03, 2020 to Aug 28, 2020 - Asst. Principal

Create discipline/attendance/tardy/student failure google doc. (BAG Reports)

Aug 03, 2020 to Aug 28, 2020 - School Dean/Counselor/Attendance Clerk

Develop and train teachers on the response system.

Aug 19, 2020 to Aug 28, 2020 - Dean of Students

Divide students into tiers based on elementary school discipline data

Jul 01, 2020 to Sep 10, 2020 - Dean of Students

Establish weekly mentoring program for tier two students

Jul 01, 2020 to Jul 30, 2020 - Dean of Students/Asst. Principal

Provide counselor and staff with Restorative Practices and Think First, and peace circles professional development

Aug 24, 2020 to Sep 03, 2020 - Umoja

Create a calendar of events that proactively corresponds with disciplinary trends and patterns.

Jun 11, 2020 to Jun 18, 2020 - SEL Team

Establish school-wide incentives system.

Jun 22, 2020 to Jun 26, 2020 - SEL TEAM

Hire Part time security officers to work 12-4pm each day

Aug 24, 2020 to Jun 30, 2021 - Principal

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

-Monthly Leadership Team meetings. -5 week listening tour with staff. -PPC, LSC, PAC Meeting minutes. -Administrative Team Meetings. -Creation of Teacher Suggestions Box. -Student Leadership Team. -Bi-Monthly meeting with School Leadership Team. -Student suggestion Box. -Teacher and student surveys each semester. -Rebranding of school which includes language of vision, mission, and shared responsibility. -Efficacy practices embedded in all adults in the building to own a certain priority of the school, even ones not on leadership team. -Create collective expectations, possible ?mantra? for staff to constantly remind them of their role in the common goal. -Common language with staff regarding expectations. -Vision Statement: The vision is ensure that all students are prepared to be productive citizens in our global society. - Mission Statement: Our mission is to provide all students with a quality education, including effective communication, critical thinking, and relationship building skills. - Staff/Teacher of the Month - Shared Leadership/Roles - Instructional Leadership Team, grade level, and dept leaders - School Reform Initiative (SRI) meeting protocols, agenda, meeting minutes - Needs assessment surveys - Gradual Release of Responsibility for instructional school-wide focus - 5 Signature Strategies taken from Teach Like a Champion -Teacher Handbook and a Scholar Code of Conduct.

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

-ILT uses the comprehensive Academic Approach system to constantly review data and implement corrective action every 5 weeks through interim assessments prior to school-wide benchmarks. -ILT should play a major role in creating and monitoring the scope and sequence of each content area to ensure skills are mastered within each unit of learning. -ILT should focus on rigor within assessments aligned to Common Core and backwards map so that instruction during each cycle is aligned. -At the conclusion of each 5 week cycle, teacher teams should be using root cause analysis to address misconceptions and plans for future instruction. -Teacher teams

should hold frequent data analysis meetings. -

Assess the quality of ILT meetings three times a year using the ILT Effectiveness Rubric. -Progress monitor school programs, initiatives, and practices

for effectiveness in increasing student academic achievement. -PSAT and SAT data driven cycle: Use timely and relevant data/evidence sources. -Vet

Initiatives and strategies on the basis of their direct or proven impact on outcomes. -Progress Monitoring of previous actions -Shared leadership for

All members of the CIWP final revision

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

improving teaching and learning with representative school members: grade level and dept leads, ILT, counseling, and Admin team -Organize the

team around a common understanding of team's purpose and instructional priorities (vision and mission statement) -Represent a balance of work

styles (e.g. task-oriented, provides push-back, synthesizes, etc.) -Systematically consider root cause(s) based on thorough review of evidence:

Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data

formatively to review and revise school and classroom practices as needed. -Schedule and structure frequent meetings - Meet regularly (2-4 times

per month), Use an agenda with a clear focus. -Collaborate effectively, value transparency, and inform and engage stakeholders. -Regularly inform

and engage stakeholders of key data and work of the ILT.

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.

A summer date is set and bucket created for teachers to come and receive professional development of around using assessments in instruction,

and engaging students in learning. -Incorporate weekly Instructional walks which targets Danielson 3A-3E domains. -Incorporate grade book audits

and audits of teacher lesson or unit plans. -Analyze student achievement data to target areas of instructional improvement that lead to and increase

in student outcomes. -Identify instructional gaps through classroom observations and determine possible root causes to drive professional learning

design and content. -Analyze student achievement data to target areas of instructional improvement that lead to and increase in student outcomes. -

Identify instructional gaps through classroom observations and determine possible root causes to drive professional learning design and content. -

Individualized instruction that includes intervention and enrichment opportunities are evident in unit

plans and through classroom observations. -
Monitor student achievement and effectiveness of instructional practices through a five week common assessment cycle. -Alignment to the Danielson Framework with key indicators that show proper delivery of instruction: Markerboards, collaborative learning evident in every lesson and various means of checks for understanding. Instructional Coach should provide differentiated coaching to support teachers in their growth areas as indicated by REACH data summaries provided by Administration. -Teachers will release responsibility to the students via the schoolwide strategy of Everybody Writes and Accountable Talks. -
Questioning techniques range from low to high levels. Helping student connect academics with the real world and project based assessments / Common Core skill building needed school wide -
Monitoring, intentionality, and focused progress monitoring needs to be throughout the year -
A common plan for academic interventions and individualize instruction for the diverse learners through the highest achieving students (honors/AP) are present -Wide range of pedagogical approaches suitable to student learning -
Effectively communicate with students by guiding students to articulate the relevance of the learning objectives, anticipating student misunderstandings, and enable students

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).

-Students individual success plans. -Goal setting meetings regularly to take place throughout the year and course completions. -Every student has a mentor who tracks student progress, communicates regularly with parents and who acts as an advocate for each student's progress and growth. -
Provide incentives for credit attainment, attendance and behavior growth. -Monthly recognition for meeting key target goals. -Create an environment that celebrates multiple types of students. -Creating incentives for student growth in multiple areas (attendance, grades, behavior) Students of the weeks that is visible for students and visitors to see. -Data Walls to speak to goals in hallway and classes. -
Common language among staff. -Quarterly meetings with parents by grade level regarding data and goals. -School-wide writing initiative (3-5-710). Classroom libraries. Cross-curriculum projects. -Grade level and Department meetings (STEM, ELA, Humanities) -Town Hall meetings with students quarterly. -Incorporate Gradebook Audits and lesson plan audits. -Weekly dialogues with teachers around the D/F list. -Create an academic student watchlist. FOT/SOT data tracker. -
Teacher/Parent communication log. -Sample of individual student learning goals: IEP's -Display in freshmen wing about student grades and failures; -Subject specific student of the month, attendance percentage and FOT rate displayed; -Attendance incentives -
Monthly grade level community meetings celebrating academic successes and setting academic expectations; -
Implementing school wide signature strategies (what to do, 100%, do it again, tight transitions, strong voice) encourage student resilience and hard work -Data trackers to show student achievement and identify areas needing improvement; -

Usage of programs including Think Through Math and Study Island that differentiate expectations so all students stretch to not only meet but also exceed personal learning goals; - Students are provided with data to self assess and develop a reflective habit of mind essential for improvement so they take responsibility for their learning; -Community meetings encourage student sense of belonging to the school, grade level and classroom community - Weekly grade level meetings employ strategies including ongoing monitoring and support of students' academic behaviors - Peace circles and meetings with mentors to ensure students feel safe to share misunderstandings and struggle

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

1. Attend various teacher fairs hosted by the district and city-wide
2. Host teacher fairs at John Marshall High School
3. continue to work closely with Teach for America and other teacher training groups

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.

-Grant a minimum of three off campus professional development required for all teachers. -Addition of Assessments Data Dialogues with ELA, Math, and Science to be held every 5 weeks. -Attend Network 5 Instructional Core-Walks -Attend Network 5 To and Through Conferences -Teacher leads from each core content area will attend the CPS HS Summits. -Teacher leads and key stakeholders will attend the Office of SEL's four day institute in the summer to acquire best practices in school climate, classroom management, and restorative approaches. -Develop an in-house cycle of PDs to share learning. -Common time for co-teachers to collaborate. -Teacher -led PDs based on teacher strengths - Teacher surveys asking teachers for topics for professional improvement - Evidence also includes positive PD survey feedback, coach and administration observation notes, and teacher and student growth on REACH and SQRP attainment and growth. -Coaches and administration meet weekly to analyze observation and coaching data to determine next steps in individualized support for teachers. - Teacher progress is tracked weekly through google drive and used to inform coaching and differentiated PD sessions.

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

-Quarterly parent surveys -Parents receive weekly or monthly Freshman on track and sophomore on track reports. -Monthly parent newsletter and frequent phone blast communication -Facilitate 2-3 events sponsored by parents each year. -Weekly opportunities for parents to volunteer in the building. -Quarterly meetings with parents to discuss state of school, and upcoming events. - Parents are contacted for school wide events for their participation/Evidence: Flyers and letters also Robo call logs - Parents are involved in Open houses and Report card Pick-up -Parents are involved in Student Orientation by grade level - Parents are involved in Parent Senior night activities -Parents are involved in Sports Celebrations -

Parents are involved in Student Academic Achievement celebrations/Evidence: Parents are contacted through phone calls, mailings, robo calls, flyers and marquee postings. -Parents sign-in on each event they attend. - Senior Parent night and multiple forms of communication -Student learning projects/activities: Aspen Challenge, After School Matters, etc. - Art and poetry events at Chicago land galleries - Other parent outreach efforts:BAG Reports, Attendance contracts, parent - admin conferences, home visits, etc -Parent Newsletters and phone blast communications -Teacher suggestion box -Student suggestion Box- - Teachers Solution Commitee -Parent Advisory and Local School Council Meetings -Student Government Association -Peer Jury and Peace Circles -

Professionals who are interested in expanding school and community connections for students with disabilities must reassess their roles to one in which they are facilitating friendships and social support networks as well as teaching appropriate social skills - GRR model of instruction -Review student work/teacher work protocols - Students are assigned mentors to do academic, behavior, and attendance check-ins bi-weekly -Students are assigned mentors to do academic, behavior, and attendance check-ins bi-weekly - During observational rounds, praise to correction ratios are tallied to ensure a greater proportion of interactions is positive as opposed to corrective - Community meetings and teaching of social skills create opportunities for students to build positive relationships with peers -Timely observations with feedback. -Listening tour with stakeholders every 5 weeks. -Attend bi-monthly alumni meetings. - Quarterly parent-teacher-student surveys.

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

N/A

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

1. Teachers involved in Instructional learning teams that monitor academic assessments
2. Teachers involved in grade level meetings that monitor academic assessments
3. Teachers involved in department meetings that monitor academic assessments
4. Teachers involved in data-dialogues that monitor interim, diagnostics, formative and summative assessments

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

Creation of baseline data other than grades and attendance-we need a specific test that speaks to students knowledge of skills. -SEL time placed within the schedule of the day. -Weekly meetings to discuss discipline trends. -Tiered level of services provided by school. -Team developed with yearly calendar and clear expectations for progress monitoring. -Logs that reflect intentional engagement of students instructional and Noninstructional. -Bi-Monthly Collaboration with community resources

members, MTSS team, attendance team and the admin team meet and review data and discuss any trends and create an/or revise action plan for tiering of students. -Set clear expectations of attendance procedures. -Providing of time and calendar dates to meet with students. -MTSS will continue building an infrastructure of systems to drive school improvements and student achievement. Log of current systems to support student achievement include a menu of support services that indicate T2 and T3 service providers (community partners); ?GROW? Scholars (school-wide norms to govern and redirect behavior); touchpoints (2 points of contact a day with select students in need of T2 and 3 supports); Attendance check-ins for students who fall below required attendance percentage and lunch bunch (i.e. tutoring during lunch period for off track students). -MTSS will implement a universal problem solving protocol 2018-2020 to determine and implement interventions with fidelity. Areas of growth will be determined by the BOY, MOY and EOY Self Assessment of MTSS (SAM Document) provided by the Network. -Collaborate and work as teams of teachers and Support Services to plan and monitor targeted student support with a variety of instructional strategies and SEL supports of varying degrees of intensity for all students. -Communicate to parents/guardians the additional supports and or interventions provided for their child to better align school and home improvements. -For students Tier 1 or on track provide universal supports to prevent failing and absenteeism and targeted interventions for grades below C or chronic absenteeism. - Tracking of attendance percentage tiering (below 79.99% off track. 80-89.99% Needs assistance. 90% on track.) - Evidence of PLP: Attendance contracts - Integrated data system: Attendance contracts - Flexible Learning: Check in days and times for some students to help them with attendance and through the day - Use of student learning plan: IEP and Small group instruction -Evidence of on track monitoring & Support: Dept and Grade level teams - We intervene in a timely and effective way to help students who are struggling and use progress-monitoring data to trace effectiveness of interventions and student response to intervention. - Students are identified as off track due to low attendance and poor course performance and they are given intensive supports to address root causes of why students have low attendance and grades. -There is progress monitoring across grade levels to track effectiveness of interventions and students responses to RtI.

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.

NCLB items and services posted a LSC meetings
NCLB items and services posted at PAC meetings
NCLB items posted and discussed at alumni and community meetings
NCLB items and services posted and discussed at senior meetings, freshman meetings, attendance meetings and state of the school meetings

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.

Marshall will hold its Annual Title I Meeting on Tuesday, September 15, 2020 at 9:00 a.m. The Organizational Meeting will be held on Tuesday, September 22, 2020 at 9:30 a.m. with the following officers being elected: Chairperson, Vice-Chair, Recording Secretary and Outreach Coordinator.

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

During the regular monthly Title I Parent meetings, Parents will have an opportunity to complete a survey and provided input on what programs are available to help educate their child.

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 receive a five week progress report on the student progress prior to report card pick-up. The parent will also be provided opportunity to sit down with administrator and teacher to discuss their child's progress and be provided with the necessary tools to help achieve their desired goal.

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

Parents will be provided information on Marshall's Title I Program through the school's webpage, Flyers and periodically given a student progress report to measure their child's progress to date. Parents will also be provided information during both report card pick up dated during the school year and afforded an opportunity to meet with staff to discuss these documents.

All parents and students are required to sign an acknowledgement form of Student Code of Code and Student/Parent Handbook, which includes a calendar of school events. This process is designed to increase the sharing of responsibility between families and Marshall for the high performance of all scholars.

The shared responsibility outlines the following:

? Defines the goals and expectations of schools and parents as partners in the effort to improve student achievement.

? Outlines how parents, the entire school staff, and students will work together and build an effective and meaningful partnership to help students achieve high academic standards.

? Translates the policies and goals of parents and school into action statements.

? Serves as a catalyst for collaboration and a guide for ongoing, better communication, interactions and exchanges between school staff and parents.

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.

Notices will be sent home to parents. Parents will also have an opportunity to meet with the administrator to discuss this matter personally and be provided with this information. This information will also be provided to the Title I Chairperson and Executive Board by the principal.

As per requirements, Marshall has generated letters providing each parent ?timely notice ? that the parent?s child has been assigned, or has been taught for 4 or more consecutive weeks, by a teacher who is not highly qualified.

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.

Marshall principal staff and Title I Chairperson and executive board will host parent informational meetings to discuss and distribute this information. The Title I Parent Council and principal will also host workshops to educate parents on these requirements throughout the school year.

Marshall will provide parents and scholars with a copy of the students? individual student assessment results, including an interpretation of such results. We will also provide ongoing opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate, as appropriate, in decisions relating to the education of their children if parents express an interest in doing this.

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.

Marshall High School principal and Title I Board will provide ongoing meetings and workshops with parents providing opportunity to network and receive information on available resources and collaborate with other offices within CPS to gain information and resources. Parents also wish to be notified in a timely manner of changes in school rules and policies.

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.

Marshall principal and administration will hold in-service meetings with staff to collaborate and create an atmosphere of sharing information with parents, reaching out to parents as partners and providing all necessary tool needed to achieve this goal. Marshall will educate teachers, pupil services personnel, principals, and staff, with the assistance of parents, on how to reach out to: communicate with, and work with parents as equal partners, coordinate and implement parent programs, and build ties between home and school.

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.

Marshall will conduct activities, as appropriate and feasible, such as parent resource centers and opportunities to help parents become full partners in the education of their children. Marshall goals:
? Increase parental knowledge and self-efficacy about how to help their children succeed in school
? Increase ongoing parental involvement in children?s learning and in the school
? Increase student achievement via more informed and involved parents

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

The principal provides pertinent information to parents of meetings via the School webpage, marquee, flyers and robotic calling system. Principal will also have staff to reach out to parents through surveys and meeting with parents during visits to their child's school. We will also continue to call our parents regularly to ensure that information related to the school and parent programs, meetings, and other activities are sent in a form that parents will understand.

Policy Implementation Activities

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

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

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.)

Marshall High School is dedicated to providing a safe and nurturing learning environment where rigorous academic achievement and learning real-world learning experiences allowing students to grow academically, emotionally, socially and physically. We foresee that all Marshall High School students will take ownership of their education, succeed in high school, to pursue post-secondary studies and their career of their profession.

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.

Open House October 8, 2020 from 4-6 p.m. and both Report Card Pick-up dates during the 2020-2021 school year.

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 a five week progress report every fifth week to provide current progress on the students learning. Parents will also be available to schedule meetings with staff to discuss those reports.

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

The school principal and staff will be available to meet with the parents through appointments, during report card pick-up and after school.

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 will complete a CPS volunteer packet, take a TB Test and complete a criminal background check as required by LAW. Principal or designated staff will then develop a schedule for parents to actively participate.

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

Parents will have the opportunity to monitor their child's attendance, academic progress and behavior. Parents will also be provided notification from the school via internet, Parent Portal and Text once setup for such notifications.

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

During parent information meetings, school planning sessions and through parent surveys and feedback.

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 will take responsibility in respecting others, coming to school on time and prepared to learn, being considerate of others, valuing others opinions, obeying school rules and dealing peacefully with anger management.

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.

1. Parent and student development around remote learning
2. Empower parents of the college going process
3. Work with families on communications around school goals

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.	\$0.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$300.00
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.	\$1550.00
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.	\$200.00
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