

Greater Lawndale High School For Social Justice 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/14/2020	Chilous, Bulmer, Crye, Levingston, Lizasuain, Johnson	2020-2022 CIWP Planning & Logistics
02/06/2020	Chilous, Bulmer, Crye, Levingston, Lizasuain, Johnson	SEF Framework Final Rating

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 2 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
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Major priority this school year and even next school's year is improving professional culture between teachers and staff: how we talk about students, how we collaborate with one another, and how we execute the work together. Reorganization of shared leadership structures have been established and are solid. However, there is much room to grow in improving our professional culture, that ultimately impacts how we improve our school's culture for learning for students, families, and school shareholders. Our professional learning cycles and systems are designed to support these efforts, making the change and shifts

inevitable while providing high support to teachers, intentionally embedding optimal teacher choice, safe practice, and responsive decision-making at the core.

- 2 - Structure for Continuous Improvement
 - 2 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 1 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** There has been intentional work for last half of SY19 and all of SY20 on establishing and re-organizing teacher leadership structures. We are in a much better place in terms of being organized for improvement, and are still in the early stages of implementation and utilizing these structures. Hence, most of the scores in this category/sub-category are 2s.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** The suggested best practices as evidenced in the rubric language and indicators are not school-wide, and are not practiced by all teachers. Two of the major foci for the last part of this school year, and the next two school years is improving teaching capacity to embed and implement intentional strategies that support students' SEL skill acquisition, and that support English Learners, in Tier 1, universal instruction.
- 1 - Instruction
 - 2 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
 - 1 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
 - 1 Provide students frequent, informative feedback
 - 1 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:** Intentional professional learning and safe practice cycles are being launched Semester 2 this school year around SEL and EL supports/best practices. This learning will be embedded in our CIWP priorities for the next two school years (at minimum). Cultivate and reinforce student curiosity, resilience, and hard work in an environment where students feel safe to share misunderstandings and struggles
- 1 - 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
 - 1 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
 - 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 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
 - 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 1 Improve and promote assessment literacy
 - 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Professional learning cycles this year are focused on academic writing across content areas, and formative assessment cycle, with the intention of supporting teacher facility of intentional and frequent instructional responses informed by formative assessment data. This learning will continue for the next two school years (at least) and will be an integral part of one or more of our CIWP priority areas.
- 2 - MTSS
 - 2 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)
- 1 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 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)
- 4 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:** MTSS Leadership PLC formed during Semester 2 of SY19, and has continued to meet and adjust its focus this school year. We are still in the foundational stages of designing a high-quality school-level MTSS framework. We are still developing a clear MTSS Tiering Criteria and menu of interventions to be implemented starting SY21. SEL and EL supports will be embedded for all students (Tier 1). Shared Leadership is a strength in terms of structures - MTSS Leadership PLC supports and informs the work of Grade Level PLCs, and the Instructional Leadership PLC supports and informs the work of Department PLCs.
- 3 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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:** No manifested inclusion of family and parental engagement in every sub-category. Opportunities to expand Dual Credit and transitional courses; burgeoning structures and supports (i.e. Goal Setting) to supplement counseling program activities, Naviance, and Post-Secondary Planning

Quality and Character of School Life

- 2 - 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)
 - 2 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:** This school year, the Senior-Freshman mentorship program was launched, and will be expanded next school year (foster positive relationships between students). Also, the district's Goal Setting protocol and mandate around SAT/PSAT, grades in core classes, etc., was adapted for all students 9th-11th grade, and leverages the support of our community based partners, i.e. ENLACE Chicago, Upward Bound, Youth Guidance) to expand the locus of support while providing opportunities for students to develop positive, ongoing relationships with adults beyond their teachers. This work will continue and will be expanded next school year.
- 2 - Student Voice, Engagement, and Civic Life
 - 3 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
 - 1 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Currently support students to explore and develop their identities. No current structure or plans in place to facilitate this process for teachers and staff. Opportunity to make SVC more effective, more present, and more actively involved in the decision making process a part of school-improvement efforts. Take informed action where they work together to propose and advocate for solutions (9th - 12th capstone projects e.g. develop website, Fire Project, etc.)
- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Culture & Climate team is embedded within MTSS Leadership PLC. Our schoolwide response as part of our emergency management plans have been responsive to the needs of students and staff, as well as informed by the unique context of being on a campus shared with three other small high schools. The formation of an SEL PLC and EL PLC who convene biweekly starting semester 2, and will continue next school year will support the necessary paradigm shifts to facilitate high-quality SEL instruction for all students, and to support our English Learners.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 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)

- 2 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)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Discipline and Behavioral Health Team were expanded this school year to include a new school social worker and a second Dean of Students. All decisions around discipline are made collaboratively between Deans and administration, and/or members of our MTSS Leadership to include the counselor, case manager, and social worker. The school has grown significantly in its execution and documentation of restorative responses to discipline. Ensure that restorative mindsets and practices are evident in every classroom during Tier 1, universal instruction is the next edge of growth.
- 2 - Family & Community Engagement
 - 2 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
 - 1 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 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:** Upward Bound. ENLACE Chicago, Youth Guidance, LVEC with UIC, RISE

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
1	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
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: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Physical and Emotional Safety	3
2	Quality and Character of School Life: Relational Trust	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: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

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	<p>Social Justice HS 9th, 10th, and 11th grade student attainment as measured by % of students meeting or exceeding College Readiness benchmarks on PSAT and SAT are severely below district percentage.</p> <p>SY19 - 44.2% of CPS students met or exceeded benchmarks on PSAT 8/9, PSAT 10, or SAT</p> <p>SY19 Social Justice - 14.7%</p> <p>SY18 - 44.2%</p> <p>SY18 - 16.7%</p> <p>Disparities persist and are magnified for student subgroups such as AA, AAF, AAM, Latinx/Hispanic, LF, LM</p>
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Root Cause 1	Utilization of data is inconsistent across teachers and content areas to inform subsequent instructional planning and delivery; lack of data-informed instruction to address gaps in learning, or to differentiate for all levels of students in Tier 1 and Tier 2 instruction
Area of Critical Need 2	Declining student growth metrics for all student subgroups on PSAT and SAT assessments (Spring to Spring) for the last two consecutive years; inconsistent growth percentiles Disparities persist and are magnified for student subgroups such as AA, AAF, AAM, Latinx/Hispanic, LF, LM
Root Cause 2	Lack of common understanding of high-quality instruction, and instructional modes or block, i.e. Gradual Release of Responsibility, Balanced Literacy; lack of balance between small group instruction with whole-group instruction; small group instruction non-existent in most classrooms
Area of Critical Need 3	Declining college readiness metrics such as FOT, SOT, and Attendance for the last two consecutive school years
Root Cause 3	Poor student motivation/morale, low teacher commitment to SOJO's Essential 7; low engagement of parents and families; inconsistent postsecondary goals/expectations between school and teachers, and parents
Area of Critical Need 4	College Preparedness/College Persistence declining in both SQRP metrics, and qualitatively through interviews with SOJO alumni
Root Cause 4	Research skills, gaps in literacy skills in terms of EBRW, all classes not preparing students to be college-level readers, writers, listeners, and speakers; low teacher agency among non-English teachers of facilitating opportunities for students to acquire and apply disciplinary literacy in their courses, i.e. student tasks, questions & discussion techniques, and assessments

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: SAT Annual Growth Percentile-Reading Historical aggregate and disaggregated data by grade level and teacher show inconsistent trends over the last few school years around SAT Annual Growth Percentile overall, especially Reading. Since this data is a cohort metric, subsequent cohort analysis revealed that there is a significant decrease of the % of students who meet or exceeded grade level benchmarks between Spring of 9th Grade, to Spring of 10th Grade, to Spring of 11th Grade. In order to address negative trends in attainment, positive trends in growth must be achieved.	Latinx		40.00	50.00
	African American		25.00	30.00
SQRP: PSAT10 Annual Growth Percentile-Reading Historical aggregate and disaggregated data by grade level and teacher show inconsistent trends over the last few school years around SAT Annual Growth Percentile overall, especially Reading. Since this data is a cohort metric, subsequent cohort analysis revealed that there is a significant decrease of the % of students who meet or exceeded grade level benchmarks between Spring of 9th Grade, to Spring of 10th Grade, to Spring of 11th Grade. In order to address negative trends in attainment, positive trends in growth must be achieved.	Latinx		70.00	80.00
	African American		50.00	60.00
SQRP: PSAT10 Annual Growth Percentile-Math There have been teacher vacancies for the last two school years at the sophomore grade level for mathematics. PSAT 10 Annual Growth Percentile has the lowest among the SAT Indicators on the SQRP matrix for the last two consecutive years. SY19-20 is the first year, where sophomore students will have a teacher for the entire school year.	Latinx		25.00	30.00
	African American		25.00	30.00
Vision: College Readiness SAT 5.88% of junior students met or exceeded the SAT benchmarks on the Spring 2019 SAT administration. The school-wide focus on improving student literacy skills through fluency, stamina, accessing grade-level texts, and comprehending grade-level texts (across content areas) during Tier 1 instruction should improve students' stamina to complete the PSAT and	Latinx		10.00	20.00
	African American		10.00	20.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SAT assessments, while comprehending texts so that they can accurately demonstrate their knowledge and understanding in all sections of the SAT by completing the assessment and/or providing thoughtful responses to all questions. This requires that Tier 1 instructional planning (across all content areas) is informed by students' reading levels so that they can start to ensure that there is a balance between Tier 1, grade-level appropriate instruction/tasks/texts, with differentiated instruction/tasks dependent on individual students' reading levels. The latter will ultimately allow students to access the Tier 1 grade level instruction/tasks/text, while providing scaffolds and just-in-time supports growing students from where they are.				
<p>Vision: College Readiness PSAT</p> <p>18.49% of freshman and sophomore students met or exceeded the SAT benchmarks on the Spring 2019 SAT administration. The school-wide focus on improving student literacy skills through fluency, stamina, accessing grade-level texts, and comprehending grade-level texts (across content areas) during Tier 1 instruction should improve students' stamina to complete the PSAT and SAT assessments, while comprehending texts so that they can accurately demonstrate their knowledge and understanding in all sections of the SAT by completing the assessment and/or providing thoughtful responses to all questions. This requires that Tier 1 instructional planning (across all content areas) is informed by students' reading levels so that they can start to ensure that there is a balance between Tier 1, grade-level appropriate instruction/tasks/texts, with differentiated instruction/tasks dependent on individual students' reading levels. The latter will ultimately allow students to access the Tier 1 grade level instruction/tasks/text, while providing scaffolds and just-in-time supports growing students from where they are.</p>	Latinx		25.00	35.00
	African American		15.00	25.00

Required metrics (Highschool) (33% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
My Voice, My School 5 Essentials Survey Teacher Participation Rate: 75% to 95% by SY22 Student Participation Rate: 88.8% to 95% by SY22 Ambitious Instruction: Neutral to Organized by SY22 Involved Families: Neutral to Organized by SY22 Supportive Environment: Neutral to Well Organized by SY22 Organized to Well Organized by SY22					

Custom metrics (0% complete)

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

Strategy 1

If we do...	design and implement, with fidelity, a common instructional framework based on Gradual Release of Responsibility, across all content areas for delivering high-quality, differentiated instruction and proactive targeted support for all students? academic, social and emotional, and health/wellness needs
Then we see...	teachers and teacher teams identifying, supporting, and monitoring student achievement, adjusting systems, structures, protocols, and content according to individual student needs, planning and facilitating universal (Tier 1) high-quality rigorous instruction and social-emotional support, and providing effective and efficient interventions for struggling and excelling students (Tiers 2 and 3) by routinely using the Problem Solving Process; administrators increasing teacher leadership capacity to lead continuous cycles of improvement; students improving their outcomes as measured through increased attendance rates and improved course performance
which leads to...	in addition to meeting our CIWP Goals, an increase in the Average Daily Attendance rate from 86.3% to 90%, an increase in the cohort SOT rate from 78.7% to 90%, an increase in the average student GPA from 2.42 to 2.75, an increase in the cohort FOT rate from 85.4% to 90%, an increase in the Percent of Students Meeting College Readiness Benchmarks on

	the PSAT/SAT from 14.7% to 30%, and a rating of ?Very Strong? on the Effective Leaders and Collaborative Teachers components in the 5Essentials, My Voice, My School Survey.
Budget Description	Creating of ESL sections in 9th-11th core classes (Math, English, Social Science, Science), and 12th grade English, dictated by teacher with ESL credentials/endorsements; creation of new math teacher position and filling the position with candidate who possesses ESL endorsement utilizing 115 funds; creation of four sections for each 9th-11th grade core course, and for 12th grade English; developing diverse learner teacher schedules where their CTT courses are in different content areas than the self-contained courses they will facilitate; purchase of professional texts on data-informed instruction, Balanced Approach to Literacy, and the Gradual Release of Responsibility Framework; purchase of curricular materials and assessments from American Reading Company utilizing 115 and 332 funds
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> • (Not started) Determine school instructional planning components; create school instructional planning template (optional for teacher use) that embeds all required instructional planning components Tags: • (Not started) Develop and facilitate launch professional learning on Gradual Release of Responsibility Framework, share required instructional planning components and template Tags: • (Not started) Develop content-specific GRR instructional models and expectations for Social Science, Science, Math, English, Fine Arts, Physical Education, World Language, and Technology/CTE.(in collaboration with Gen Ed teachers, ESL teachers, and DL teachers) Tags: • (Not started) Engage in collaborative learning and inquiry to become resident experts in MTSS: the definition, components, and how the entire system operates within a school, and impacts a school. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Examine pre-existing balanced approach models and GRR instructional models across all content areas for delivering high-quality, differentiated instruction Tags:

- (Not started) MTSS Leadership PLC reads guiding text on data to comprehend school data, learn how to analyze, and begin to sketch out how to collaborate with Instructional Leadership PLC to craft instructional action plan and professional learning cycles for SY21

Tags:

- (Not started) Plan, develop, and facilitate Opening School Professional Learning on GRR implementation and Data-Informed Instruction (Formative Assessment Cycle)

Tags:

- (Not started) Engage in collaborative planning of semester 1 units/lesson plans utilizing the content specific GRR-based instructional models (Gen Ed teachers with Co-Teaching Partners)

Tags:

- (Not started) BOY school wide needs assessment to determine interventions for Tier 1 (school-wide or classroom-based), Tier 2 (small group), and Tier 3 (individual)

Tags:

- (Not started) Professional Learning: Implement Q1 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRW

Tags:

- (Not started) Tier One Focus: Administer BOY Checkpoint Assessment to obtain baseline data for PSAT/SAT, NGSS, CCSS for 9th-11th grade students plus 12th grade ELA

Tags:

- (Not started) Tier One Focus: Administer BOY Universal Screener using American Reading Company Reading Lexile Assessment platform for 9th -12th grade students

Tags:

- (Not started) Develop schoolwide protocols for PSP, progress monitoring, and data analysis (individual teacher, content PLCs, grade-level PLCs).

Tags: MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Professional Learning: Implement Q2 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRWI informed by Q1 outcomes

Tags: MTSS: Fidelity of Implementation

- (Not started) MOY school wide needs assessment to determine interventions for Tier 1 (school-wide or classroom-based), Tier 2 (small group), and Tier 3 (individual)

Tags:

- (Not started) Professional Learning: Implement Q3 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRW informed by Q2 outcomes

Tags: MTSS: Fidelity of Implementation

- (Not started) Professional Learning: Implement Q4 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRW; informed by Q3 outcomes

Tags: MTSS: Fidelity of Implementation

- (Not started) MOY Progress Monitoring: MTSS Strategy Implementation, MOY Data Analysis, Semester 2 Action Planning

Tags: MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Engage in collaborative planning of semester 2 units/lesson plans utilizing the content specific GRR-based instructional models (Gen Ed teachers with Co-Teaching Partners)

Tags:

- (Not started) EOY Progress Monitoring: MTSS Strategy Implementation, EOY Data Analysis, Summer Action Planning, Semester 1 2021 Action Planning

Tags: MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Develop clearly defined Tiering Criteria for assigning students Tier 2 and/or 3 interventions and supports, including exit criteria for each tier

Tags:

- (Not started) Develop a clearly articulated Menu of Interventions for both Academic and Social & Emotional Behavior support

	Tags:
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Strategy 2

If we do...	implement a research-based assessment system that implements higher-level critical thinking, questioning, and discussion techniques, embeds content-specific formative cycles of assessment with predetermined time frames throughout each unit and quarter of study, and assesses teaching and learning of Evidenced-Based Reading and Writing (EBRW) and math and reasoning skills requisite for college readiness across all content areas
Then we see...	students being given multiple opportunities to reflect on their own thinking, and the thinking of their peers to refine their own ideas and to progress monitor their learning and performance, engaging in data-informed, differentiated instruction that is more academically rigorous; teachers communicating clear and cohesive expectations for student achievement across content areas and grade levels, providing data-informed differentiation and accommodations, using actual student thinking and data from tasks to plan/design subsequent instruction, learning tasks, and guided questions and prompts, and teachers designing and facilitating instruction with tasks that utilize content-appropriate EBRW questions, and building off of student-generated ideas during lessons or subsequent lessons; parents being fully engaged and prepared to support learning and growth of their children outside of school
which leads to...	in addition to meeting our CIWP Goals, an increase in the average student GPA from 2.42 to 2.75, an increase in the cohort FOT rate from 85.4% to 90%, an increase in the cohort SOT rate from 78.7% to 90%, an increase in the Percent of Students Meeting College Readiness Benchmarks on the PSAT/SAT from 14.7% to 30%, and a rating of ?Very Strong? on the Effective Leaders and Collaborative Teachers components in the 5Essentials, My Voice, My School Survey
Budget Description	Utilizing 115 and 332 funds, purchase of Balance Literacy Program with American Reading Company (mentor texts, classroom libraries, curricular planning frameworks, assessment platform) for English classrooms and specific use by all teachers to provide all students access to grade-level appropriate content at their reading level; creation of new English teacher position utilizing 115 funds; purchase of 3-year access to Vocabulary.com that can be used for Tier 1 instruction, and Tier 2 and Tier 3 interventions, and progress monitoring.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Engage in collaborative learning and inquiry to become resident lead learners in Balanced Literacy and the curricular frameworks as provided by the American Reading Company for English, Social Science, and Science. <p>Tags:</p>

- (Not started) Develop content-specific action plan to implement American Reading Company's curricular resources curricular materials, and/or literacy data in 9th-Grade English, Science, Social Science, and Math classrooms.

Tags:

- (Not started) Engage in collaborative learning and inquiry to become resident lead learners on content-specific and universal EBRW tasks and prompts, questioning and discussion techniques, and developing positive school reading/literacy cultures

Tags:

- (Not started) Plan, develop, and facilitate a Opening School Professional Learning on EBRW strategies for task and prompt development, and questioning and discussion techniques, and aspects of developing a positive academic culture around reading/literacy.

Tags:

- (Not started) Develop professional learning cycles for SY20-21: GRR, EBRW, Formative Assessment Cycle

Tags:

- (Not started) Revise and/or develop Professional Learning Cycle Implementation Plans (all department PLCs - Math, English, Social Science, Science, Fine Arts, Physical Education, World Language)

Tags:

- (Not started) Progress Monitoring: Conduct BOY, MOY, and EOY reading screenings to inform instructional planning for whole-group and small-group instruction, and to progress monitor students' reading lexile growth.

Tags:

- (Not started) Vertically and horizontally align grade level capstone assessments/projects for grades 12-9: expectations, skills/standards assessed, role of each content area, modes of assessment

Tags:

- (Not started) Develop and/or select common rubrics and classroom look-for tools (including differentiation and ESL) that can be utilized by all departments with an emphasis on EBRW strategies. e.g. Claims-Evidence-Reasoning (CER) used to assess and improve student tasks, student discourse, and questioning & discussion techniques

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop new thematic/classroom libraries according to individual reading bands <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Vertically align courses within each content area: EOY expectations for skill/standard mastery, Major Topics or Themes Covered, Students' Habits of Mind, Disciplinary Literacy Expectations (EBRW) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Horizontally align expectations within grade level based on the vertical alignment of content/courses: EOY expectations for skill/standard mastery, Major Topics or Themes Covered, Students' Habits of Mind <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop school-wide assessment framework for formative and summative assessment development <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop content-specific assessment framework for formative and summative assessment development utilizing the schoolwide assessment framework <p>Tags:</p>
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Strategy 3

If we do...	build a school culture that supports all students, staff, and parents to take productively active roles in the school by implementing school-wide expectations for students, staff, and parents aligned to the SOJO Essential 7 Values to enhance or develop positive academic, restorative, SEL, and culturally-responsive mindsets
Then we see...	teachers engaging in authentic reflection, having honest conversations about their practice and its impact on students, confronting personal and observed biases around culture and race, conveying high expectations for all students, and implementing systems and structures that enable practice and perseverance for each individual student; students taking ownership of their learning, and increasing their level of engagement in the school community both inside and outside of the classroom.
which leads to...	an increase in the Average Daily Attendance rate from 86.3% to 90%, an increase in the average student GPA from 2.42 to 2.75, an increase in the cohort FOT rate from 85.4% to 90%, an increase in the Percent of Students Meeting College Readiness Benchmarks on the PSAT/SAT from 14.7% to 30%, and an increase in rating from ?Neutral? to ?Strong? for the Involved Families component in the 5Essentials, My Voice, My School Survey.

Budget Description	
Tags	Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> • (Not started) Engage in collaborative learning and inquiry to become resident lead learners in Growth Mindset: the definition, components, and how the paradigm becomes tangible and operates within a school, within a classroom, and impacts a school. Tags: • (Not started) Engage in collaborative learning and inquiry to become resident lead learners on Tier 1 SEL Supports and restorative discipline practices Tags: • (Not started) Develop grade-level student success frameworks for all grades 9-12, adapted from the Freshman Success Framework developed by the Network for College Success Tags: • (Not started) Revise current and develop new school rituals and ceremonies that are aligned to the school's mission and vision, celebrate school's history and creation, and that explicitly reinforce and showcase the school's Essential 7 Values. (e.g. faculty inoculation, and recommitments to common investment, pride, belonging, and value, and new teacher orientation) Tags: • (Not started) Create a parent/community outreach team that will design and implement strategies to communicate and provide frequent high quality well publicized opportunities for families and community members to participate in authentic and engaging activities in the school community. Tags: • (Not started) Develop and implement a behavior and discipline plan flow chart and expectations with a restorative approach that clearly outlines teacher and classroom expectations for behavior, cell phone usage, SEL supports and interventions, and progressive consequences aligned to the school's Essential 7 Values. Tags: • (Not started) Plan, develop, and facilitate initial professional learning for Opening School PD on incorporating the Growth Mindset into instruction.

Tags:

- (Not started) Plan and develop biweekly teacher PLCs for Tier 1 supports/strategies for SEL and English Learners for semester 1 and semester 2

Tags:

- (Not started) Develop, plan, and facilitate plenary launch session, and then grade level PLC sessions during Opening School Professional Learning to share newly adapted, grade-level specific student success frameworks.

Tags:

- (Not started) Facilitate biweekly teacher PLCs for Tier 1 support/strategies for SEL and English Learners for semester 1

Tags:

- (Not started) Plan, develop, and facilitate shareholder symposiums to engage community, parents, students, and teachers in school improvement conversations, and obtain shareholder feedback, suggestions, and commitments (4 - 6 symposiums focused on each shareholder group).

Tags:

- (Not started) MOY Progress Monitoring: Implementation of Tier 1 SEL Supports and restorative discipline practices, MOY Data Analysis, Semester 2 Action Planning

Tags:

- (Not started) MOY Progress Monitoring: Implementation of strategies to communicate and provide frequent high quality well publicized opportunities for families and community members to participate in authentic and engaging activities in the school community, Semester 2 Action Planning

Tags:

- (Not started) MOY Progress Monitoring: Implementation of the Growth Mindset into instruction, Semester 2 Action Planning

Tags:

- (Not started) MOY Progress Monitoring: Implementation of Tier 1 support/strategies for SEL and English Learners for semester 1, Semester 2 Action Planning

Tags:

- (Not started) Facilitate biweekly teacher PLCs for Tier 1 support/strategies for SEL and English Learners for semester 2 informed by semester 1 outcomes

Tags:

- (Not started) Plan and facilitate Summer PLC with teacher leadership PLC members. Text: Culturally Responsive Teaching & The Brain by Zaretta Hammond

Tags:

- (Not started) Plan, develop, and facilitate Culturally Responsive Teaching & The Brain PLC with staff

Tags:

- (Not started) EOY Progress Monitoring: Implementation of Tier 1 SEL Supports and restorative discipline practices, EOY Data Analysis, Summer Action Planning, Semester 1 2021 Action Planning

Tags:

- (Not started) EOY Progress Monitoring: Implementation of the Growth Mindset into instruction, Summer Action Planning, Semester 1 2021 Action Planning

Tags:

- (Not started) EOY Progress Monitoring: Implementation of Tier 1 support/strategies for SEL and English Learners for semester 2, Summer Action Planning, Semester 1 2021 Action Planning

Tags:

- (Not started) EOY Progress Monitoring: Implementation of strategies to communicate and provide frequent high quality well publicized opportunities for families and community members to participate in authentic and engaging activities in the school community, Summer Action Planning, Semester 1 2021 Action Planning

Tags:

- (Not started) MOY Progress Monitoring: Implementation of Culturally Responsive Teaching

Tags:

- (Not started) EOY Progress Monitoring: Implementation of Culturally Responsive Teaching

Tags:

	<ul style="list-style-type: none"> • (Not started) Launch a cross-disciplinary two-year teacher cohort focused on curriculum development and instructional planning and delivery rooted in themes of social justice to create demonstration classrooms and teachers leaders to be leveraged for SY21-22. <p>Tags:</p>
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Action Plan

Strategy 1

Engage in collaborative learning and inquiry to become resident experts in MTSS: the definition, components, and how the entire system operates within a school, and impacts a school.

Jul 01, 2020 to Feb 04, 2021 - MTSS PLC

Examine pre-existing balanced approach models and GRR instructional models across all content areas for delivering high-quality, differentiated instruction

Jul 01, 2020 to Aug 01, 2020 - MTSS Leadership PLC, Instructional Leadership PLC

MTSS Leadership PLC reads guiding text on data to comprehend school data, learn how to analyze, and begin to sketch out how to collaborate with Instructional Leadership PLC to craft instructional action plan and professional learning cycles for SY21

Jul 01, 2020 to Aug 01, 2020 - MTSS Leadership PLC, Instructional Leadership PLC

Determine school instructional planning components; create school instructional planning template (optional for teacher use) that embeds all required instructional planning components

Jun 01, 2020 to Jun 19, 2020 - MTSS Leadership PLC, Instructional Leadership PLC

Develop and facilitate launch professional learning on Gradual Release of Responsibility Framework, share required instructional planning components and template

Jun 15, 2020 to Jun 26, 2020 - Principal, Assistant Principal, MTSS Coordinator, Instructional Leadership PLC Facilitator

Develop schoolwide protocols for PSP, progress monitoring, and data analysis (individual teacher, content PLCs, grade-level PLCs).

Oct 31, 2020 to Dec 18, 2020 - MTSS PLC

BOY school wide needs assessment to determine interventions for Tier 1 (school-wide or classroom-based), Tier 2 (small group), and Tier 3 (individual)

Sep 01, 2020 to Sep 30, 2020 - Social Worker, School Counselor, Social Work Intern(s)

MOY school wide needs assessment to determine interventions for Tier 1 (school-wide or classroom-based), Tier 2 (small group), and Tier 3 (individual)

Jan 15, 2021 to Feb 15, 2021 - Social Worker, School Counselor, Social Work Intern(s)

Tier One Focus: Administer BOY Universal Screener using American Reading Company Reading Lexile Assessment platform for 9th -12th grade students

Sep 14, 2020 to Sep 25, 2020 - English Department PLC

Tier One Focus: Administer BOY Checkpoint Assessment to obtain baseline data for PSAT/SAT, NGSS, CCSS for 9th-11th grade students plus 12th grade ELA

Sep 14, 2020 to Sep 18, 2020 - Assistant Principal, MTSS Coordinator, Grade Level PLC Leads

Professional Learning: Implement Q1 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRW

Sep 08, 2020 to Nov 05, 2020 - Grade Level PLC Leads, Department PLC Chairs

Professional Learning: Implement Q2 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRW informed by Q1 outcomes

Nov 09, 2020 to Feb 04, 2021 - Grade Level PLC Leads, Department PLC Chairs

Professional Learning: Implement Q3 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRW informed by Q2 outcomes

Feb 08, 2021 to Apr 15, 2021 - Grade Level PLC Leads, Department PLC Chairs

Professional Learning: Implement Q4 Professional Learning Cycle focused on implementation of GRR and strategies and tasks that teach/assess EBRW; informed by Q3 outcomes

Apr 19, 2021 to Jun 22, 2021 - Grade Level PLC Leads, Department PLC Chairs

MOY Progress Monitoring: MTSS Strategy Implementation, MOY Data Analysis, Semester 2 Action Planning

Jan 04, 2021 to Feb 12, 2021 - MTSS Leadership PLC, Instructional Leadership PLC

EOY Progress Monitoring: MTSS Strategy Implementation, EOY Data Analysis, Summer Action Planning, Semester 1 2021 Action Planning

May 26, 2021 to Jun 18, 2021 - MTSS Leadership PLC, Instructional Leadership PLC

Develop a clearly articulated Menu of Interventions for both Academic and Social & Emotional Behavior support

Apr 19, 2021 to Jun 18, 2021 - MTSS Leadership PLC

Develop clearly defined Tiering Criteria for assigning students Tier 2 and/or 3 interventions and supports, including exit criteria for each tier

Feb 08, 2021 to Apr 15, 2021 - MTSS Leadership PLC

Develop content-specific GRR instructional models and expectations for Social Science, Science, Math, English, Fine Arts, Physical Education, World Language, and Technology/CTE.(in collaboration with Gen Ed teachers, ESL teachers, and DL teachers)

Jun 15, 2020 to Aug 03, 2020 - Department PLC Chairs, MTSS Coordinator, Instructional Leadership Facilitator

Engage in collaborative planning of semester 1 units/lesson plans utilizing the content specific GRR-based instructional models (Gen Ed teachers with Co-Teaching Partners)

Aug 03, 2020 to Sep 04, 2020 - Department PLC Chairs, MTSS Coordinator, Instructional Leadership Facilitator

Engage in collaborative planning of semester 2 units/lesson plans utilizing the content specific GRR-based instructional models (Gen Ed teachers with Co-Teaching Partners)

Jan 04, 2021 to Feb 12, 2021 - Department PLC Chairs, MTSS Coordinator, Instructional Leadership Facilitator

Plan, develop, and facilitate Opening School Professional Learning on GRR implementation and Data-Informed Instruction (Formative Assessment Cycle)

Jul 15, 2020 to Sep 05, 2020 - MTSS Leadership PLC, Instructional Leadership PLC

Strategy 2

Progress Monitoring: Conduct BOY, MOY, and EOY reading screenings to inform instructional planning for whole-group and small-group instruction, and to progress monitor students' reading lexile growth.

Sep 07, 2020 to Jun 18, 2021 - Assessment Coordinator, MTSS Coordinator, English Department PLC Chair

Develop content-specific action plan to implement American Reading Company's curricular resources curricular materials, and/or literacy data in 9th-Grade English, Science, Social Science, and Math classrooms.

Aug 01, 2020 to Aug 14, 2020 - Principal, MTSS Coordinator, English Department PLC Chair, Freshman English Teacher, Freshman Social Science Teacher, Freshman Science Teacher, Freshman Math Teacher

Develop new thematic/classroom libraries according to individual reading bands

Sep 08, 2020 to Nov 06, 2020 - English Department PLC

Engage in collaborative learning and inquiry to become resident lead learners in Balanced Literacy and the curricular frameworks as provided by the American Reading Company for English, Social Science, and Science.

Jul 01, 2020 to Aug 01, 2020 - English Department PLC Chair, MTSS Coordinator, English Department PLC Chair, Freshman English Teacher, Freshman Social Science Teacher, Freshman Science Teacher

Plan, develop, and facilitate a Opening School Professional Learning on EBRW strategies for task and prompt development, and questioning and discussion techniques, and aspects of developing a positive academic culture around reading/literacy.

Aug 17, 2020 to Aug 28, 2020 - English Department PLC Chair, MTSS Coordinator, Instructional Leadership PLC

Develop professional learning cycles for SY20-21: GRR, EBRW, Formative Assessment Cycle

Aug 01, 2020 to Aug 28, 2020 - Instructional Leadership PLC, Instructional Leadership PLC Facilitator, MTSS Coordinator

Engage in collaborative learning and inquiry to become resident lead learners on content-specific and universal EBRW tasks and prompts, questioning and discussion techniques, and developing positive school reading/literacy cultures

Jul 01, 2020 to Aug 01, 2020 - Instructional Leadership PLC

Revise and/or develop Professional Learning Cycle Implementation Plans (all department PLCs - Math, English, Social Science, Science, Fine Arts, Physical Education, World Language)

Aug 31, 2020 to Sep 11, 2020 - Department PLC Chairs

Develop and/or select common rubrics and classroom look-for tools (including differentiation and ESL) that can be utilized by all departments with an emphasis on EBRW strategies. e.g. Claims-Evidence-Reasoning (CER) used to assess and improve student tasks, student discourse, and questioning & discussion techniques

Sep 08, 2020 to Nov 06, 2020 - Instructional Leadership PLC

Develop school-wide assessment framework for formative and summative assessment development

Apr 19, 2021 to Jun 24, 2021 - Instructional Leadership PLC, MTSS Coordinator, Assessment Coordinator

Develop content-specific assessment framework for formative and summative assessment development utilizing the schoolwide assessment framework

Jul 01, 2021 to Aug 01, 2021 - Department PLC Chairs

Vertically and horizontally align grade level capstone assessments/projects for grades 12-9: expectations, skills/standards assessed, role of each content area, modes of assessment

Sep 08, 2020 to Oct 02, 2020 - Grade Level PLC Leads, MTSS Coordinator, Assessment Coordinator

Vertically align courses within each content area: EOY expectations for skill/standard mastery, Major Topics or Themes Covered, Students' Habits of Mind, Disciplinary Literacy Expectations (EBRW)

Oct 05, 2020 to Nov 06, 2020 - Department PLC Chairs

Horizontally align expectations within grade level based on the vertical alignment of content/courses: EOY expectations for skill/standard mastery, Major Topics or Themes Covered, Students' Habits of Mind

Nov 09, 2020 to Dec 18, 2020 - Grade Level PLC Leads

Strategy 3

Plan, develop, and facilitate initial professional learning for Opening School PD on incorporating the Growth Mindset into instruction.

Aug 01, 2020 to Sep 04, 2020 - MTSS PLC, Culture & Climate PLC

Develop and implement a behavior and discipline plan flow chart and expectations with a restorative approach that clearly outlines teacher and classroom expectations for behavior, cell phone usage, SEL supports and interventions, and progressive consequences aligned to the school's Essential 7 Values.

Aug 01, 2020 to Aug 31, 2020 - Assistant Principal, Dean, Assistant Dean

Revise current and develop new school rituals and ceremonies that are aligned to the school's mission and vision, celebrate school's history and creation, and that explicitly reinforce and showcase the school's Essential 7 Values. (e.g. faculty inoculation, and recommitments to common investment, pride, belonging, and value, and new teacher orientation)

Jul 06, 2020 to Jun 17, 2022 - Culture & Climate PLC, MTSS PLC

Create a parent/community outreach team that will design and implement strategies to communicate and provide frequent high quality well publicized opportunities for families and community members to participate in authentic and engaging activities in the school community.

Jul 06, 2020 to Jun 17, 2022 - Principal, Assistant Principal, School Counselor, School Clerk, Clerk Assistant, Student Voice Committee

Plan and facilitate Summer PLC with teacher leadership PLC members. Text: Culturally Responsive Teaching & The Brain by Zaretta Hammond

Jun 28, 2021 to Aug 02, 2021 - MTSS Leadership PLC & Instructional Leadership PLC

Plan, develop, and facilitate Culturally Responsive Teaching & The Brain PLC with staff

Sep 07, 2021 to Jun 01, 2022 - MTSS Leadership PLC & Instructional Leadership PLC

Engage in collaborative learning and inquiry to become resident lead learners in Growth Mindset: the definition, components, and how the paradigm becomes tangible and operates within a school, within a classroom, and impacts a school.

Jul 01, 2020 to Aug 01, 2020 - Principal, Assistant Principal, MTSS Coordinator, Instructional Leadership Facilitator, Culture and Climate PLC Leads

Engage in collaborative learning and inquiry to become resident lead learners on Tier 1 SEL Supports and restorative discipline practices

Jul 01, 2020 to Aug 01, 2020 - Assistant Principal, Dean, Assistant Dean, Culture & Climate PLC Leads

Plan and develop biweekly teacher PLCs for Tier 1 supports/strategies for SEL and English Learners for semester 1 and semester 2

Aug 01, 2020 to Sep 04, 2020 - ELPT, ESL English Teacher, Culture & Climate PLC Leads, Social Worker, School Counselor

Facilitate biweekly teacher PLCs for Tier 1 support/strategies for SEL and English Learners for semester 1

Sep 08, 2020 to Feb 04, 2021 - ELPT, ESL English Teacher, Culture & Climate PLC Leads

Facilitate biweekly teacher PLCs for Tier 1 support/strategies for SEL and English Learners for semester 2 informed by semester 1 outcomes

Feb 08, 2021 to Jun 25, 2021 - ELPT, ESL English Teacher, Culture & Climate PLC Leads

Develop grade-level student success frameworks for all grades 9-12, adapted from the Freshman Success Framework developed by the Network for College Success

Jul 01, 2020 to Aug 01, 2020 - Assistant Principal, School Counselor, MTSS Leadership PLC

Develop, plan, and facilitate plenary launch session, and then grade level PLC sessions during Opening School Professional Learning to share newly adapted, grade-level specific student success frameworks.

Aug 03, 2020 to Sep 04, 2020 - Grade Level PLC Leads, Assistant Principal

MOY Progress Monitoring: Implementation of the Growth Mindset into instruction, Semester 2 Action Planning

Feb 05, 2021 to Feb 19, 2021 - MTSS PLC, Culture & Climate PLC

EOY Progress Monitoring: Implementation of the Growth Mindset into instruction, Summer Action Planning, Semester 1 2021 Action Planning

Jun 01, 2021 to Jun 18, 2021 - MTSS PLC, Culture & Climate PLC

MOY Progress Monitoring: Implementation of Tier 1 SEL Supports and restorative discipline practices, MOY Data Analysis, Semester 2 Action Planning

Feb 05, 2021 to Feb 19, 2021 - Assistant Principal, Dean, Assistant Dean

EOY Progress Monitoring: Implementation of Tier 1 SEL Supports and restorative discipline practices, EOY Data Analysis, Summer Action Planning, Semester 1 2021 Action Planning

Jun 01, 2021 to Jun 18, 2021 - Assistant Principal, Dean, Assistant Dean

MOY Progress Monitoring: Implementation of Tier 1 support/strategies for SEL and English Learners for semester 1, Semester 2 Action Planning

Feb 05, 2021 to Feb 05, 2021 - ELPT, ESL English Teacher, Culture & Climate PLC Leads

EOY Progress Monitoring: Implementation of Tier 1 support/strategies for SEL and English Learners for semester 2, Summer Action Planning, Semester 1 2021 Action Planning

Jun 24, 2021 to Aug 20, 2021 - ELPT, ESL English Teacher, Culture & Climate PLC Leads

MOY Progress Monitoring: Implementation of strategies to communicate and provide frequent high quality well publicized opportunities for families and community members to participate in authentic and engaging activities in the school community, Semester 2 Action Planning

Feb 05, 2021 to Feb 19, 2021 - Assistant Principal, School Counselor, School Clerk, Clerk Assistant, Student Voice Committee

EOY Progress Monitoring: Implementation of strategies to communicate and provide frequent high quality well publicized opportunities for families and community members to participate in authentic and engaging activities in the school community, Summer Action Planning, Semester 1 2021 Action Planning

Jun 24, 2021 to Aug 27, 2021 - Assistant Principal, School Counselor, School Clerk, Clerk Assistant, Student Voice Committee

MOY Progress Monitoring: Implementation of Culturally Responsive Teaching

Feb 04, 2022 to Feb 18, 2022 - MTSS Leadership PLC & Instructional Leadership PLC

EOY Progress Monitoring: Implementation of Culturally Responsive Teaching

Jun 01, 2022 to Jun 17, 2022 - MTSS Leadership PLC & Instructional Leadership PLC

Plan, develop, and facilitate shareholder symposiums to engage community, parents, students, and teachers in school improvement conversations, and obtain shareholder feedback, suggestions, and commitments (4 - 6 symposiums focused on each shareholder group).

Dec 01, 2020 to May 01, 2021 - Principal, Assistant Principal, Student Voice Committee, PAC, BAC

Launch a cross-disciplinary two-year teacher cohort focused on curriculum development and instructional planning and delivery rooted in themes of social justice to create demonstration classrooms and teachers leaders to be leveraged for SY21-22.

Jul 01, 2020 to May 01, 2021 - Principal, Assistant Principal, Core Academic Department Chairs

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.

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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.

Needs assessments and SQRP results analysis occur annually during the summer as preparation to inform decisions for the subsequent school year, and/or subsequent CIWP development cycle. Both qualitative and quantitative data is utilized in the needs assessment, generated from multiple shareholder groups that include, students, teachers, non-teaching staff, parents and parent groups, and community based organizations that support programming in the school, and community members. Quantitative pieces analyzed include attendance, course performance, GPA, on-track data for freshman and sophomore students, aggregated teacher performance data, and student attainment and growth data as measured by ACCESS, REACH Performance Tasks, and PSAT/SAT assessments.

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

Implementation of Balanced Literacy Approach in all English Language Arts classrooms starting Fall 2020, and implementation of instructional models based on the Gradual Release of Responsibility Framework

for content areas outside of Reading/English. This effort includes the purchasing and application of instructional materials and frameworks for small-group instruction and whole-group instruction to support teachers in their support of students to access and engage in grade-level appropriate instruction, as well as individual or small-group instruction tailored at the current achievement levels of students. This approach allows for the closing of learning gaps for individual students by attacking the gap from the bottom and the top.

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.

Implementation of Balanced Literacy Approach in all English Language Arts classrooms starting Fall 2020, and implementation of instructional models based on the Gradual Release of Responsibility Framework for content areas outside of Reading/English. This effort includes the purchasing and application of instructional materials and frameworks for small-group instruction and whole-group instruction to support teachers in their support of students to access and engage in grade-level appropriate instruction, as well as individual or small-group instruction tailored at the current achievement levels of students. This approach allows for the closing of learning gaps for individual students by attacking the gap from the bottom and the top. Concerning our students who are identified as English Learners, Diverse Learners, and our African-American and Hispanic//Latinx males, intentional instructional and SEL supports are developed to cater to their unique needs, such as teacher-led PLCs focused in supporting English Learners, or embedding Tier 1 SEL supports.

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).

Our students who are the most vulnerable, and present some of the most dynamic challenges are paired with mentors through Youth Guidance in B.A.M. (males) and W.O.W. (females). Additionally, our students who may have had interaction with the juvenile justice system are paired with the RISE program.

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

Coordination with Opportunity School PLC colleagues and support staff, and other central office departments such as ODLSS and OLCE

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.

Professional Learning is provided in several ways, all of which, are informed by qualitative and quantitative school, students, and teacher data. Tier 1 professional learning is provided to all teachers and staff based on an identified need that spans across all teachers or grade levels, e.g. Gradual Release of Responsibility, Growth Mindset, Disciplinary Literacy practices, whereas Tier 2 and Tier 3 professional learning is provided either through teacher request if funds and scheduling allow, or by giving teacher's choice, e.g. biweekly SEL and EL PLCs. Paraprofessionals and other school support staff engage in all professional learning that is relevant to their roles, both internally at the school level, and externally at the district or network level.

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

Creation of a parent and family communications team for SY20-21 responsible for planning parent events that allow parents to learn and/or develop skills to improve their capacity to support their children academically at home; parent-teacher book club is being launched this year to support a school wide literacy initiative to develop a school wide positive culture for reading; this is connected to the school's overall strategy for improving PSAT/SAT cohort growth and overall benchmark attainment for Latinx/Hispanic and AA students, with an emphasis on AA female and Latinx/Hispanic female students.

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.

Instructional Leadership PLCs facilitated biweekly, MTSS Leadership PLCs facilitated biweekly, annual School Assessment Plan Vote in the spring, quarterly data analysis and review presentations and conversations; starting this year, quarterly data conference with individual teachers will be piloted with select teachers

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.

Lunch Tutoring, After-School Tutoring, Senior-Freshman Mentoring Program, Monthly Goal Setting Conversations with all students facilitated by assistant principal and the principal,

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.

N/A

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental

involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will have opportunity to review and have input on the Parent Involvement Plan through the monthly PAC meetings, and the parents on the Advisory Local School Council form a sub committee for development of the Continuous Improvement Work Plan.

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

Greater Lawndale High School for Social Justice traditionally holds the annual meeting in September at Back to School Night to inform parents of NCLB participation. We also have an active PAC/BAC. Parents are informed of all upcoming events through flyers, automated phone dialing, person to person phone calls and the school website The PAC Organizational Meeting will be held September 2020. Annual Principal meeting will be held in November 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.

The Parent Advisory Committee meets monthly for enrichment and to discuss suggestions to improve the academic progress of the students. Their suggestions are reported monthly at the Advisory LSC meetings and the ALSC votes to approve any of their recommendations. To expand input from community and organizations like Enlace and others, the school will invite these groups to participate in LSC, PAC and other school meetings.

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

All students receive a copy of their state assessment performance. They are trained in understanding and interpreting their results. We also train parents on

reading, interpreting and understanding state assessment performance data in workshops held throughout the year.

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.

We do not have any teachers who are not highly qualified; however, if we did have a teacher who was not highly qualified to teach a subject, we would definitely send the parent notification of the fact.

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.

At Back to School Night, at the State of the Schools Address meeting, PAC meetings, FAFSA Senior Night, conferences etc, parents receive training.
Our Parent Advisory Committee regularly meets and invites guest speakers to build parent capacity in supporting their children academically as well as socially and emotionally. PAC parents also attend various parent development workshops outside the school and parent Meet and Greet events to get more parents involved in the schools' activities.

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.

Our Parent Advisory Committee regularly meets and invites guest speakers to build parent capacity in supporting their children academically as well as socially and emotionally. PAC parents also attend various parent development workshops outside the school and parent Meet and Greet events to get more parents involved in the schools' activities.

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 teachers will partner in preparing students for successful post-secondary experiences by educating staff of the importance of Back to School Nights, Report Card Pick UP, Grade Level College Nights and other programs that bring parents into the school to partner with teachers and administration.

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.

N/A

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

All communications to parent whether written or through phone blasts will be presented in English and in Spanish.

Policy Implementation Activities

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

☒ **<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>**

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

☒ **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

N/A

School-Parent Compact (Complete)

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

Greater Lawndale High School for Social Justice is a reality because of the principles of social justice. Our belief in self-determination inspired a community to act on its convictions to affirm its right to a quality education. Through a system of support, guidance, and accountability, our students will graduate high school, be prepared for college and implement a post-secondary plan. Our students will cherish and preserve their ethnic and cultural identity, will serve and determine the future of our community, and will have a passion for peace, justice and the dignity of all people.

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.

Parent and teacher conferences may be scheduled on any regular school day upon parental request, but built into the school calendar are two Teacher-Parent Conference Days, one in the first quarter and another in the third quarter of the 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 may view their child's progress daily through Parent Portal. However, the school will also provide Progress Reports every five weeks of school.

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

The school has Common Preparation Periods where all staff are free from 1:30 to 2:20. Parents may schedule to meet with teachers individually or may wish to simultaneously see a team of teachers who teach their child.

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 can request a "Shadow Day" where they follow their child's schedule throughout the day and have the opportunity to engage with all of their child's teachers.

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

Each child receives an agenda book where he can write daily assignments and parents can also check the work assigned. Every teacher sends home a syllabus with the scope and sequence and major assignments identified.

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

Parents can request a "Shadow Day" where they follow their child's schedule throughout the day and have the opportunity to engage with all of their child's teachers.

The school has Common Preparation Periods where all staff are free from 11:40 to 12:30. Parents may schedule to meet with teachers individually or may wish to simultaneously see a team of teachers who teach their child. Parents can also attend ALSC, PAC, BAC and State of the School Night to share their opinions about the direction of the school.

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

Greater Lawndale High School for Social Justice has a Student Voice Committee, a student representative on the Advisory Local School Council and students participate in Town Hall Meeting, surveys and most teachers allow students to craft the class rules. Students also are exposed to the Essential 7 Values (Unity, Respect, Self-Discipline, Excellence, Service, Honesty and Ownership and Prompt and Prepared) where one value is focused upon each month

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.

Goal 1: Increase amount of parents attending Parent Report Card Pickup to at least 60%.

Goal 2: Increase parental knowledge and capacity of parents to support student course performance to support a culture of Bs or Better at home.(e.g. share research with parents around course performance and GPA being most predictive indicators for college readiness, persistence, and success through graduation).(Priority 3)

Goal 3: Increase parental knowledge and capacity around supporting positive habits of mind to include growth mindset (Priority 4)

Goal 4: increase parental knowledge and capacity around supporting struggling students or students who are excelling with enrichment as shareholders in a comprehensive, proactive, school MTSS framework.

Goal 5: Increase parental knowledge and capacity around supporting student success in core courses utilizing resources provided by the CPS Office of Teaching and Learning, and are aligned to the TRU Dimension Framework

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.	\$2500.00
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.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$677.00
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.	\$420.00

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.	\$868.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$2000.00
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