# Gage Park High School 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|---|---|---|---|
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| Ayeshia Garrett | UMOJA | ajohnson-garrett@umojacorporation.org | No Access |
| Maribel Rodriguez | Gad's Hills | mrodriguez@gadshillcenter.org | No Access |

## Team Meetings

| Date | Participants | Topic |
|---|---|---|
| 01/28/2020 | CIWP Team | Building SY20-22 team,upload evidence to SY18-20; invite school external partners and parents |
| 02/11/2020 | CIWP Team | SEF review/Areas Of Critical Need |
| 03/20/2020 | CIWP Team | PD: Root Cause Analysis |
| 03/26/2020 | CIWP Team | CIWP Consultancy/Clinics |

| Date | Participants | Topic |
|---|---|---|
| 03/30/2020 | CIWP Team | CIWP ToA's |
| 04/08/2020 | CIWP Team | ToA's |
| 04/16/2020 | CIWP Team | Strategies |
| 04/29/2020 | CIWP Team | Action Steps |
| 05/07/2020 | Administration | Network Review |
| 05/08/2020 | CIWP Team | CIWP Clinics |
| 05/04/2020 | Admin/CIWP Members | Brooks HS & District Consultancy: Standards Based Assessment |

# Framework

**Category scoring**

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

**Subcategory scoring**

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 3 Enable staff to focus and prioritize what matters most
    - 3 Employ the skills to effectively manage change
    - 3 Make ?safe practice? an integral part of professional learning
    - 3 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**: *Teacher Agents (Opportunity Schools) developed a vision (GPHS Vision) map that streamlined our work and aligned to our school vision

*Distributive Leadership: Department Chairs are part of the ILT and CIWP; Department Chairs lead course team and department team meetings *Expanded course offerings for Advanced Placement and Dual Credit *Expanded community partnerships to support the mission and vision of the school *GHPS is an Opportunity School and an Empowered School (cohort 3) *Conduct surveys to obtain feedback from staff and Teachers (SEF survey, modified 5 Essentials survey, feedback from School Improvement days and ILT meetings) *Celebrate birthdays by decorating doors *Quarterly student academic growth assemblies *Planned team building programs (Iron Oaks) *Email weekly memos with Network 16 data to develop actions plans *Administer interim exams (conduct item and standard analysis') *Utilize the TRU Framework to conduct peer observations and ILT learning walks *Align professional development to the CIWP and Instructional Core One Stop Shop *Create long term and short term goals aligned to the SQRP *Provide Teachers with professional development opportunities within the district and outside the district *Analyze FOT and SOT data to implement MTSS strategies *Staff (Teacher, custodial, SECA, cafeteria, etc.) and student of the month is visible in the school "Hall of Fame"

- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: *ILT teachers conduct learning walks around CIWP focus areas to improve classroom practices using researched based strategies. *CPS generated tools used during learning walks at a minimum three time a year. These tools support the TRU framework for building teacher capacity and student achievement. *Department meetings are facilitated with the use of protocols from the National School Reform Faculty depending on area of need. *Weekly Glows and Grows memo features school wide data on attendance, FOT, SOT, JOT and GOT to be used to guide MTSS discussions. *Teachers track student progress towards benchmark on a data tracker that is visible in the classroom, which is then used in one on one conferences. *S.W.A.G. (Students With Academic Growth) tracker requires students to self-monitor their current grades, goals, misconducts, and attendance on a five week cycle. *All departments represented on both the ILT and CIWP teams. Content teams meet twice weekly to collaborate and plan for implementation of school policies. ILT teachers conduct informal observations of all teachers. ILT foci determined by a combination of data in the form of feedback from network walk throughs, in house learning walks, and expressed concerns of the staff as evident via surveys.

*Teachers collaborate using Diverse Leaner collaboration logs * Teachers also conduct peer observations on the problem of practice *Monthly new Teacher orientation meetings are conducted *New Teachers are assigned to mentor Teachers *SIG discretionary funds were used to purchase supplies for core and non-core Teachers *Main Office and hallways have mission, vision, and school mascot/spirit signs visible to the public * School campus is clean and inviting; administration works closely with engineer and facilities to maintain a clean environment

# Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 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**: Work collaboratively with Lead 180 to develop: *Curriculum Maps *Vertical Alignment for English and Math grades 9-12 *Units with rigorous text and tasks *Differentiated/Modified tasks for(Science) *Embedded CPS Math Core for (Math) *Will supplement College Board Spring Board materials (English) *Modified tasks with grade level appropriate tasks (Diverse Learner & English Language Learner Teachers) *Add more tasks and modifications (Social Science): this will be fully implemented in SY 20-21 *Developed an GPHS SEL Team through the OSEL
- 4 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 4 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 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**: *Monitor student interventions through MTSS bi-weekly *Distribute BAG Reports every 5 weeks for students to conduct goal setting to increase student efficacy *Implement Kagan strategies to increase equity of voice and student discourse *Conduct weekly attendance and care team meetings to develop SEL action plans and track interventions *Conduct quarterly academic celebrations (SWAG: Students with Academic Growth) *Modify and translate materials for EL students by the ESL Specialist * Conduct P/SAT goal setting *Post P/SAT data

trackers in classes to increase student efficacy and for students to track their own growth * Review mid-terms and finals to correct student misconceptions as part of our DDI cycle *Differentiate tasks and rubrics for Diverse Learners and English Language Learners within weekly lesson plans *Led PD on objective writing, language descriptors and question discussion technique through the ILT *Provide new technology to all Teachers (Elmo's Promethean Board's, Logi-tech presenters, calculators and computers for students) *Purchased reading software, math software and lab materials for science department *Use rigor analysis tool to evaluate teacher created tasks

- 3 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: *FOT, SOT and JOT meet regularly to analyze grades on MTSS document and develop intervention plans based on grades resulting from formative and summative assessment *Schoolwide focus on differentiating and modification of content to meet the needs of ESL and DL populations *ELDL interventionist pushes into classes and is available to address concerns for students who are either ESL, DL or ELDL with respect to demonstrating mastery *Schoolwide focus on SAT skills- Department team meetings dedicated to strategizing how to instruct and improve students' test taking literacy *Math and Reading teachers use Khan Academy to increase PSAT/SAT scores for student growth in these assessments. *Teachers use the Assessment Design Toolkit to develop midterm and final exams in all core content classes *Each teacher at Gage Park is required to enter at least one grade representing a formative assessment every week. *Teachers are also expected to administer midterms and finals in each class. *When class average grade on exams is lower than a 70%, teachers must reteach material and re-administer the exam in order to meet the expectations. *Teachers are coached in administering formative assessments in both language objectives and content objectives. *Instructional Leadership Team administered professional development and took part in walk throughs to ensure that instruction was standards based and that objectives were clearly defined-

This has led to formative assessments being aligned to objectives as well. *Teachers are coached in modifying and differentiating instruction as well as assessments, so that assessments are accessible to all students despite differences. *Teachers meet in department teams to collaborate in creating unit assessments

- 3 - MTSS
    - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
    - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
    - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
    - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
    - 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)
    - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
    - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
    - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
    - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
    - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
    - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
    - 4 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)
    - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
    - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
    - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
    - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
    - 4 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)

- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 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)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: GPHS utilizes a Google Sheets spreadsheet shared with all staff to organize our MTSS. This file has tabs for: *9th, 10th, 11th, 12th Grades to list and track interventions. *Behavior Infractions *City Year Focus list of students *a "Hot 15" List for each grade level for students with low attendance *contact list for school partnerships *a list of staff and roles Document is used during Grade Level meetings to review interventions, their success, as well as add or remove students from the MTSS focus list. Grade level teams are comprised of general classroom teachers, SPED teachers, deans, and some partners. Data is sourced from CPS' Dashboard, ASPEN, and student logger. Students are eligible for the MTSS list is they have: *any grades below a C (D's and F's) *attendance below 90% *multiple behavior infractions (more than 1 per quarter) School partnerships include: *City Year focused on our 9th graders *Umoja which provides an SEL curriculum for all four years, taught in Seminar class. *Becoming a Man (BAM) for male students who have been identified as needing additional SEL support. *Gad's Hill which provides counseling and SEL support for a student focus list. In the general classroom MTSS is evident in: *differentiated lessons for diverse learners. *language goals and accommodations for English Language Learners *daily SEL class for all students using the Umoja curriculum *data analysis and reflection to guide reteaching, and priority standards. *small group instruction has been used to group students according to their needs in the classroom. *implementation of interim PSAT testing, and review of the data to determine priority standards to improve during classroom instruction. Student progress is monitored and documented on the MTSS document during grade level meetings. An SEL team comprised of non-core teachers have regularly met with the head of CPS' SEL office to receive training in best practices for the classroom. ILT and CIWP

complete the SAM BOY MOY and EOY self assessment of MTSS on the "2.0 SY20 Gage Park HS Instructional Core Workbook & One-Stop-Shop" file. Administration collected anonymous data from an SEF survey to improve the reliability of the CIWP's priority goals.

- 4 - Transitions, College & Career Access, & Persistence
    - o 4 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)
    - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
    - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
    - o **Evidence**: Offer Freshman Connection during the summer for Rising Freshman to learn about what to expect in the upcoming school year so that are able to make a smooth transition. We have a ELPT that make sure our ELL students are receiving the services they need to be successful, ultimately leading to them transitioning from services. The Post-secondary counselor provides students with the support the need to create a plan for college, career, or workforce. Also, during the summer checks to see how many of the graduates have remained in college or who have started a job. This counselor works with students to complete their financial aid papers, Naviance tasks, complete the required number of college applications, and any other necessary documents that are need to meet the graduation qualifications. Town hall meetings are conducted with seniors and their parents to inform the of what the requirements and expectations are for the school year to lead to success. Offer after-school programs to students who need the extra support . Conduct town hall meetings with 9th, 10th, and 11th grade students to inform them about the requirements for graduation, grades, transcripts, and GPA. The school counselor conducts transcript audits and meets with students one on one to inform them of where they are on their path to graduation, as well as help them make a plan for redirecting their path if needed. Seek out students who would greatly benefit from dual credit, as well as students who qualify as biliteracy, AP, and CTE(Allied Health).

## Quality and Character of School Life

- 3 - Relational Trust
    - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - o **Evidence**: We have expanded our number and types of clubs offered with the intention of having diverse groups of students have a voice in school policies. These clubs include: *Dreamers Club *African American Heritage Club *Student Voice Committee *Student Change Agents. Committees have been established for teachers and staff to participate in establishing norms for student behavior as well as to improve the culture and climate of the school for both students and

teachers. *Behavior Management (BHT) Team *Change Agents *Sunshine Team. *SEL (Social-Emotional Learning Team) We are utilizing different resources to ensure that we are growing in our use of restorative practices and in fostering a supportive and caring environment for staff and students *Change Agents (Morale boosters and student initiatives) *UMOJA *Staff team building activities (Iron Oaks) *SWAG assemblies and incentives *Black History Month, Hispanic Heritage Month, Holiday Assemblies *SEL Team *Care Team.

- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Dreamer's club, African American Club and Student Voice Committee collected food cans for Thanksgiving Food Drive. *Dreamer's club participated in Valentine's Dance photo booth to collect money for the Dreamer's scholarship for Seniors at Gage Park HS for the end of the year. *Dreamer's Club sells chocolates to the community to gather funds for Dreamer's Scholarship.*Student Voice Committee attended Network 16 Student Voice Town Hall to present on Friday Feb. 7 at the University of Chicago. *U.S History teacher and World Studies teacher will take students to the Federal Court of Illinois Northern District on March 11, 2020. *Civics teacher service learning project in Civics class has students researching a question on a controversial issue and providing solutions to social/political problems. *U.S history teacher has service learning project related to US history. *Biology teacher has a service learning project for Diabetes informing the community of what diabetes is through pamphlets created by students. *Civics teacher encourages students to become Poll judges to participate in the voting process.*SEL committee provided professional development to staff on social emotional learning and how to help students through a curriculum following SEL standards. *Umoja invites community partners to speak with students on projects with career planning. *Student Voice Committee students assist in school discipline/attendance issues by being hallway monitors and setting example to students on the importance of attendance.
- 4 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 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)
  - o **Evidence**: Evidence for physical and emotional safety can be found via: *GPHS mission and vision *School wide rules and expectations posted in hallways and classrooms *Continuous professional development provided by CPS OSEL representative *GPHS non- negotiables in the school handbook. *Hoot Bucks

*Behavior Contract via Dean *Dean referrals *external partnership with Gads Hill * Care Team referral/tracker *Peace Room referral *Specialized Services Team referral *Behavioral Health Team referral *SASS *Collaboration of care with Hartgrove, Riveredge, and Saint Elizabeth Mental Hospital with safety plans *Kagan strategies with transitioning *Attendance maintained every period *City Year at the door in the morning * Security sweeps to clear the floor and locking bathrooms 15 minutes before the start of class and 15 minutes towards the end *Students not allowed in doorways or hall during transitioning period. *Teachers and staff standing in doorways to greet students before entry into class. Peace Room promote SEL and create supportive, restorative, and trauma sensitive environments *Specialized Services Team promote SEL and create supportive, restorative, and trauma sensitive environments *Behavioral Health Team promote SEL and create supportive, restorative, and trauma sensitive environments

- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Gage Park collaborates with CPS SEL specialist Mr. Bowens. We have formed our own SEL TEAM that leads on site PD. School Staff welcomes in members of the SEL team to observe classroom instruction that features SEL strategies. School has a PEACE room used to facilitate restorative discussions. These discussions are led by on-sight partners from UMOJA. Grade level teams meet weekly to discuss students at risk. These meetings require constant collaboration with our deans, attendance team, CARE team (counselors), and when necessary, the inclusion of a student parent or guardian. Each teacher is free to set their own classroom norms and expectations for learning but has a clear set of steps to follow and document to fill when escalating an incident to the deans. Expectations for successful participation are set prior to learning activities. Students are not meeting expectations can be directed to a security officer for a quick restorative conversation before returning to class.
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English

- o 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)
- o **Evidence**: Relationships that have been established between staff and parents is one of respect and openness; Memos, our school twitter page, and invitations are sent out to parents in regards to any and all special events that take place at our school. Information is also posted on our school website. The main office is also a resource center for parents. Administration as well as the school clerks are available to answer questions for parents as well as direct them to other personnel that can help their specific situations. We have a working LSC, BAC and PAC committee that serves as another source for parents to receive information about the school and what is going inside. The partnership that teachers have developed with parents has been maintained and documented through phone calls and emails about students' achievements, attendance, behavior, and any other concerns. Parents are also notified by the Deans to schedule parent conferences to address and resolve matters that involve student issues.

# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | **4** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | **0** |
| 3 | Quality and Character of School Life: Family & Community Engagement | **1** |
| 3 | Quality and Character of School Life: Relational Trust | **0** |
| 3 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **0** |
| 3 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | **2** |
| 4 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **3** |
| 4 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **0** |
| 4 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **0** |
| 4 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | **0** |

| Score | Framework dimension and category | Area of focus |
|-------|----------------------------------|---------------|
| 4 | Quality and Character of School Life: Physical and Emotional Safety | **0** |

# Goals

## Areas of critical need and root cause analysis

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

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

| | |
|---|---|
| Area of Critical Need 1 | Family and Community Engagement |
| Root Cause 1 | Parents rely on children to support the household due to long work hours and work constraints |
| Area of Critical Need 2 | Balanced Assessment and Grading |
| Root Cause 2 | Student tasks are sometimes misaligned with strategies, standards or objectives |
| Area of Critical Need 3 | Supportive and Equitable Approaches to Discipline |
| Root Cause 3 | Inconsistent support and enforcement of rules |
| Area of Critical Need 4 | Curriculum |
| Root Cause 4 | High stakes testing and task/alignment to P/SAT (vertical alignment) |

## Vision metrics

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|----------------------|----------------------|----------------|----------------|----------------|
| Vision: Attendance Rate<br><br>Our attendance is significantly low during the winter season and is currently 85.96% (as of 03.20.20)<br><br>Root Cause: Students are late for their 1st period classes, with no consequences | African American Female | | 85.00 | 88.00 |
| | Students with IEPs | | 88.00 | 91.00 |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| Vision: AP Exam<br><br>We have had some success with 77.% of our students scoring a 3 or higher on the AP Spanish Language Exam. But, students scored significantly low on other exams with 0% scoring a 3 or higher on the English Language and Composition, AP Geography, Environmental Science, and Psychology on advanced placement exams.<br><br>Root Cause: Students need to be provided with more opportunities to practice with College Board rigorous tasks and take practice exams | African American | | 10.00 | 20.00 |
| | EL | | 20.00 | 30.00 |
| SQRP: College Persistence Rate<br><br>Our college enrollment percentages are higher than persistence. Students need more supports with persisting through college<br><br>Root Cause: There are no structures in place for an GPHS outreach program to support students with persisting through college | Overall | | 55.00 | 65.00 |
| | Latina (Female) | | 50.00 | 65.00 |
| SQRP: PSAT 9 Annual Growth Percentile<br><br>9th grade students have the lowest scores in terms of growth percentile on our SQRP, yearly.<br><br>Root Cause: 9th grade students are below attainment when they enter high school. Differentiation and Khan Academy needs to become part of our daily instructional practices. | Overall | | 30.00 | 50.00 |
| | | | | |
| Vision: Early College & Career Credential<br><br>We have expanded our course offerings by adding more CTE programs, Dual, and AP courses. We would like to increase the number of students graduating to earn more early college credentials.<br><br>Root Cause: Marketing strategies for new programs and the benefits of being part of an early college and career program is not being promoted enough | Overall | | 75.00 | 80.00 |
| | African American Male | | 20.00 | 30.00 |

## Required metrics (Highschool) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey** Gage Park High School went from Organized for SY17-18, to Unorganized for SY18-19. Our goal is to become Organized for SY1-20 and Well Organized for SY20-21. Administration and ILT will create common agendas for various meetings in order to have clearly communicated goals and objectives. Administration and Teacher leaders set actionable goals by conducting quarterly town hall meetings/surveys with students and administered quarterly surveys with staff. The administration also conducted listening tours with student clubs and Teachers to obtain feedback to improve the overall culture of the school. Administration and ILT will create common agendas for various meetings in order to have clearly communicated goals and objectives. Initiatives for increasing parental and community involvement will include hosting parent nights, creating parent mentoring clubs, and other community events. | | | | 4.00 | 5.00 |

## Custom metrics (58% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| Vision: EL increase scores on PSAT/SAT ELs take the PSAT/SAT along with their English speaking peers. They have little accommodations during the test, therefore they must be prepared to take it beforehand.<br><br>Root cause: Khan Academy needs to be implemented more consistently, and these students lack computers and resources outside of school to practice at home. They also have the language barrier of not knowing English. | | | | 10.00 | 20.00 |
| Vision: EL increase scores on ACCESS ELs take the ACCESS test annually to be able to demonstrate proficiency in English. Our students who have exited the program is a low number which we need to increase for obtaining the SEAL of Biliteracy. This increase in scores on ACCESS needs to be recognized for all our ELs, including our EL/DL population. | | | | 10.00 | 20.00 |

|  | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| Root cause: Many students who are long term ELs feel they should not be taking the test, and or they do not take it seriously from previous school implementation. Lack of conversation and town halls has caused misconceptions of the importance of this test in exiting the Bilingual program. |  |  |  |  |  |
| Vision: DL Increase scores on PSAT/SAT DL Student scores are significantly lower than the general education population on the PSAT and the SAT. DL students should be able to appropriately use their accommodations to be competitive with their peers and have access to opportunities after high school.<br><br>Root cause: Students have very little practice using the accommodations provided during testing in their regular classes. DL students should have material differentiated so that they are able to practice material assessed on the SAT at their level. |  |  |  |  |  |
| (Blank)<br>(Blank) |  |  |  |  |  |

# Strategies

## Strategy 1

| If we do... | Identify ambassadors from each content area to implement key components of standards based grading within the next 2 years.. |
|---|---|
| Then we see... | Students begin to discuss learning rather than percentages. Students will be more aware of the standards/objectives-content and language (for EL students), being addressed in their classes. Students and teachers will be able to target their learning and instruction to the areas where individual students need to improve, rather than offering assignments disconnected from their areas of weakness to improve their grades. |
| which leads to... | 10% overall increase in PSAT and SAT scores overall. Closing of the gap between EL/DL populations and overall with respect to 4 year graduation rates. EL and DL students will increase the four year graduation rates by 10%. |
| Budget Description | Training for teachers in highlighted content area. PLCs with schools attempting to shift towards standards based grading. Administrative support for grade book changes. |

| | |
|---|---|
| Tags | Balanced Assessment and Grading, Arts Education: Assessment in the Arts, Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Supports, Interventions, or Extensions, CIDL: Curriculum, Equity: Fair Policie sand Systems, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Progress Monitoring, ONS: Continuous Improvement |
| Action steps | <ul><li>(On-Track) Compile literature and educational material around standards based grading for ILT to review<br><br>Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth</li><br><li>(Not started) Identify department to pilot certain elements of SBG<br><br>Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems</li><br><li>(On-Track) Identify professional development, planning time and training for department meant to pilot program<br><br>Tags:Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</li><br><li>(On-Track) Target standards-based strategies that focus on high leveraged PSAT/SAT standards.<br><br>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #1-Abundant Reading of Diverse Texts</li><br><li>(On-Track) Participate in school, network, or district professional development<br><br>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Multiple Measures to Provide Evidence of Student Learning</li><br><li>(On-Track) Develop vertical alignment flight goals (for grades 9-12) for English and Math (through Gwendolyn Brooks PLC and Lead 180)</li></ul> |

Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative

- (On-Track) Create rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 1st quarter)

  Tags:Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative

- (Not started) Analyze summative and formative assessment to ensure alignment to P/SAT, CCSS and learning objectives using the EQUIP rubric and flight goals rubric

  Tags:Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Conduct informal observations on Teacher ambassadors that are practicing balanced assessment using MARS tasks rubric and/or flight goals rubric

  Tags:Assessment: Balanced Assessment and Grading

- (On-Track) Analyze Academic Approach interim data to develop PSAT quarterly data trackers; differentiate instruction for students to master flight goals/power standards using the Suite of Assessments

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System

- (Not started) Develop a rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 2nd quarter)

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System

- (Not started) Develop a rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 3rd quarter)

  Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Develop a rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 4th quarter)

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative

## Strategy 2

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|---|---|
| If we do... | welcome parents to volunteer ie. Parent Club (concessions, ticket sales, merchandise) time during athletics seasons, for which their son or daughter may or may not participate, and recognize them for their service via school social networks and by dedicating certain games throughout sports season marketing them as senior night, parent recognition night, Mothers night or Fathers night and conduct more open invitations for parents to be involved in various events at our school and our PAC, BAC, LSC, related to motivating our students. |
| Then we see... | increased parental involvement and attendance at events, an increase in revenue generated by the school, the funds which can then be allocated to future rewards ceremonies to recognize student athletes and parent volunteers as well as an increase in parent involvement at the school, related to academic reasons, such as their attendance in SWAG(Students With Academic Growth) assemblies, BAC (Bilingual Advisory Committee) parental involvement, Open School nights, AP nights and SAT info sessions and even participation through the CPS parent portal. |
| which leads to... | a changed culture of family inclusion that emphasizes the positive impact that parental support can have on their children and the school culture. This in turn can lead to additional support for teachers when contacting parents about their child's academic performance as well as increased attendance during report card pick up with 50% of families in attendance for report card by grade level. By having these various events we will be increasing Family and Community involvement in student academics, which will be reflected in SQRP ratings for involved families changing from weak to neutral. . |
| Budget Description | - tech specialist to update social networks with regularity, school website with detailed calendar of events - photographer w/ equipment for athletics games - rewards for end of year ceremony - t-shirt celebrating volunteers - equipment and funds for concessions sales |
| Tags | Family & Community Engagement, FACE2: Title 1 PAC, OSEL: Supportive Classroom Environment |
| Action steps | • (On-Track) Develop web design team; web design team will seek meeting dates, times and locations to share via the school website on a monthly basis for all events at our school athletic and our PAC, BAC, LSC, related to motivating our students.<br><br>Tags:FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC<br><br>• (Not started) Create a working calendar to have coaches submit their designated games of honor for player mother/fathers/guardians so that we can acknowledge our supporters<br><br>Tags:FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, FACE2: Volunteer<br><br>• (Not started) Celebrate our families and their student athletes with the formation of ceremonies(2x semester) and events (quarterly) , to honor those |

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|---|---|
| | parent/guardians that have supported our students, teams, committees, and school as we work together to build our school culture<br><br>Tags:FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, FACE2: Volunteer, ODLSS: Parent Involvement Specialists<br><br>• (Not started) Plan and conduct family nights and parent resource fairs with the support of staff and community partners<br><br>Tags:Leadership for Continuous Improvement, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, FACE2: Volunteer, ODLSS: Parent Involvement Specialists<br><br>• (Not started) Designate a help desk during report card pickups and student orientation for assisting families registration for parent portal (i.e Back to School, orientation, enrollment, parent night, all ideal days for achieving 50% of parents registered)<br><br>Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists |

## Strategy 3

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|---|---|
| If we do... | continue to develop a rigorous curriculum with LEAD 180 that pushes ALL students (ELL, DL, General Ed) at their zone of proximal development (tiered learning), implement culturally relevant curriculum for our Latinos and African American Students, and develop curriculum that targets language objectives for our EL students to increase language proficiency as well as CCSS |
| Then we see... | students performing at or above benchmark, confident learners in our classrooms willing to take risks, culturally relevant material, rigorous tasks, and SAT aligned assessments/tasks |
| which leads to... | a fully developed curriculum for all core subjects, an increase in students engagement, daily objectives aligned to language goals/CSSS, and P/SAT aligned assessments and tasks Additional equity goals: increased percentage of students scoring at a 3 or better on AP exams (10% increase for African American students and 20% increase for ELs/DL), a likely increase in the number of students willing to enroll in an AP elective class as they feel better prepared (from 20% of students currently enrolled to 30% in the year 2020-2021, and 40% in the year 2021-2022) ), as well as an increase in college persistence (50% in the year 2021-65% year 2022), more EL students exit from the Bilingual Program (10% for the year 2021- 20% for the year 2022), and in turn a higher increase in students who obtain the Seal of Biliteracy (going from 3 students to 10). |
| Budget Description | Professional Development from Lead 180, Equip and Achieve the Core Resources, Culturally relevant novels and texts |
| Tags | Instruction, Arts Education: Equitable Access to the Arts, CIDL: Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and |

| | |
|---|---|
| | rigorous literacy intruction, MTSS: Curriculum & Instruction, OSEL: Supportive Classroom Environment, Personalized Learning: Tailored Learning/Differentiation, Science: Curriculum, Math: Curriculum |
| Action steps | • (On-Track) Market AP classes; register students, conduct town hall meetings, visit other classes (students will discuss with other the students the benefits of obtaining a 3 or higher) Quarterly<br><br>Tags:ECCE: Career and Technical Education, ECCE: Early College, OSCPA: Academic Advising, OSCPA: College and Career Readiness, OSCPA: Learn.Plan.Succeed., OSCPA: Tier 1<br><br>• (Not started) Develop a relationship with One Goal through 5/3 Bank as well as review Gear Up Tool Kit and make partnerships One Million Degrees and/or Bottom Line for college persistence.<br><br>Tags:<br><br>• (On-Track) Develop awareness/motivation of the importance of exiting out of the Bilingual Program through ACCESS test to leading to obtaining the Seal of Biliteracy. Develop English language proficiency benchmark exams to increase student advocacy in setting ACCESS test growth goals.<br><br>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction<br><br>• (Not started) Attend Professional Development; receive coaching from CPS coaches<br><br>Tags:Transitions, College & Career Access, & Persistence, OSCPA: Academic Advising, OSCPA: College and Career Readiness<br><br>• (Not started) Analyze student work biweekly in content meetings to use for balance assessment and grading practices using LASW tool to evaluate rigor to prepare and analyze student growth for Interim and SAT performance and alignment.<br><br>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks<br><br>• (Not started) Complete and develop quarter 3 unit by identifying CCSS learning targets, tasks, assessments, and culturally relevant reading material (all core contents) |

|  | Tags:Curriculum, Assessment: Curriculum Equity Initiative, Science: Curriculum, Math: Curriculum<br><br>• (Not started) Complete and develop quarter 4 unit by identifying CCSS learning targets, tasks, assessments, and culturally relevant reading material (all core contents)<br><br>Tags:Curriculum, Assessment: Curriculum Equity Initiative, Science: Curriculum, Math: Curriculum<br><br>• (Behind) Create tasks aligned to learning targets for unit 1 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners<br><br>Tags:Curriculum, Assessment: Curriculum Equity Initiative, Science: Curriculum, Math: Curriculum<br><br>• (Not started) Create tasks aligned to learning targets for unit 2 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners<br><br>Tags:Curriculum, Assessment: Curriculum Equity Initiative, Science: Curriculum, Math: Curriculum<br><br>• (Behind) Create tasks aligned to learning targets for unit 3 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners<br><br>Tags:Curriculum, Assessment: Curriculum Equity Initiative, Science: Curriculum<br><br>• (Not started) Create tasks aligned to learning targets for unit 4 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners<br><br>Tags:Curriculum, Assessment: Curriculum Equity Initiative, Science: Curriculum, Math: Curriculum<br><br>• (Not started) Adopt and use the curriculum developed by CPS PE department; conduct informal observations for pacing and lesson plan audits<br><br>Tags:Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum<br><br>• (Not started) Analyze student work and tasks from the PE department in alignments with CPS PE/Health curriculum<br><br>Tags:Health & PE: Grading, Health & PE: Health Education Skill-Based Curriculum |

## Strategy 4

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|---|---|
| If we do... | develop a remediation class during seminar or some other period available to pull students (focus on 9th grade primarily) not at benchmark, to be taught by either an external partner (ie. Academic Approach) or in house experts made possible by careful programming of teacher preps, tutoring or study halls, and implement once a week throughout the course of the regular school day |
| Then we see... | our African American, Latino students, English Language Learners, and diverse learners get the individual help they need to be at benchmark and thus demonstrate the associated skills required to increase academic performance. |
| which leads to... | a change in school culture as students become more academic centric and proud of their academic standing, which in turn can lead to a higher PSAT 9 Annual Growth Percentile (30% for 2020-2021 & 50% for 2021-2022) that will transfer to consecutive years of study for those students throughout their high school years and a better overall score on the SQRP and increase in FOT rating from 85% to 92%. |
| Budget Description | Academic Approach, purchase grammar books (No Red Ink); OT Indicator |
| Tags | MTSS: Curriculum & Instruction, Personalized Learning: Learner Agency |
| Action steps | <ul><li>(Not started) Identify the time when the remediation classes will take place and who will be leading the classes.<br><br>Tags:Curriculum, Personalized Learning: Learner Agency</li><li>(Not started) Select the students who will be targeted from the 9th grade class to be taking these remediation classes after they take their first PSAT.<br><br>Tags:OSEL: Supportive School Environment, Personalized Learning: Learner Focused</li><li>(On-Track) Create Freshman English Language Arts curriculum to reinforce writing and grammar skills<br><br>Tags:Instruction, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</li><li>(Not started) Create coaching cycles with ELDL specialist specifically targeting students who are identified as EL and/or DL.<br><br>Tags:Assessment: Curriculum Equity Initiative, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction</li><li>(Not started) Create a Freshman Math curriculum to reinforce pre-algebra and algebra skills<br><br>Tags:Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</li></ul> |

## Strategy 5

| | |
|---|---|
| If we do... | Create a behavior management team that is inclusive of all stakeholders in the school that will develop enforceable discipline policies for the school and improved positive behavior intervention systems |
| Then we see... | students and staff that are held accountable to the behavior policies set forth by the behavior management team |
| which leads to... | an increase in attendance from our current 90% to our goal of 91% for African American Females and 91% for Diverse Learners, an increase in the results from 5 Essentials from our current "unorganized" to "well organized" by the end of SY 21-22 by increasing the results in "Academic Press" from "weak" to "strong" and the "Quality of Student Discussion from "Neutral" to "Very Strong" in addition to a decrease in the number of serious misconducts from 6.33 per 100 students to a 3.33 per 100 students by the end of SY 21-22. |
| Budget Description | BHT team meetings Professional development to deliver new policies to all staff members possibly positions or after school pay to be able to include detention and in school suspension as consequences |
| Tags | Relational Trust, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policie sand Systems, Equity: Resource Equity, MTSS: Curriculum & Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions |
| Action steps | • (Completed) Provide teachers and staff with Professional Development for SEL practices; also during School Improvements days<br><br>Tags:MTSS, Relational Trust, Supportive and Equitable Approaches to Discipline, CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams<br><br>• (Not started) Conduct classroom observations to monitor SEL implementation<br><br>Tags:MTSS, Relational Trust, Supportive and Equitable Approaches to Discipline, CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, Teacher Leader Development & Innovation: Teacher Teams<br><br>• (On-Track) Train grade level leads on a protocol for data driven and student centered grade level meetings.<br><br>Tags:Relational Trust, Supportive and Equitable Approaches to Discipline, Equity: Fair Policie sand Systems, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Distributed Leadership<br><br>• (Not started) Develop and implement initiatives to increase attendance by leveraging both the attendance team and student clubs (African American Heritage Club, Dreamers Club, and SVC) |

| | Tags:Equity: Fair Policie sand Systems, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSSE: Attendance & Truancy, Teacher Leader Development & Innovation: Distributed Leadership |
|---|---|
| | • (Not started) Develop a meeting calendar for the BHT team to meet on a regular basis and monitor the enforcement of the behavior policies and data.<br><br>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams<br><br>• (Not started) Survey staff and students to measure successes and to receive and implement feedback related to 5 Essentials Survey<br><br>Tags:Relational Trust, Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment |

# Action Plan

### Strategy 1

On-Track Oct 07, 2020

Compile literature and educational material around standards based grading for ILT to review

Mar 30, 2020 to Apr 06, 2020 - ILT

Identify department to pilot certain elements of SBG

Apr 06, 2020 to Apr 13, 2020 - ILT

On-Track Oct 22, 2020

Identify professional development, planning time and training for department meant to pilot program

Jun 01, 2020 to Jun 08, 2020 - ILT

On-Track Oct 22, 2020

Target standards-based strategies that focus on high leveraged PSAT/SAT standards.

Sep 07, 2020 to Jun 30, 2021 -

On-Track Oct 22, 2020

Participate in school, network, or district professional development

Sep 07, 2020 to Jun 30, 2021 - ILT

On-Track Oct 22, 2020

Develop vertical alignment flight goals (for grades 9-12) for English and Math (through Gwendolyn Brooks PLC and Lead 180)

Aug 24, 2020 to Sep 30, 2020 - Teachers

On-Track Oct 22, 2020

Create rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 1st quarter)

Sep 14, 2020 to Nov 13, 2020 - Teachers, Lead 180

Analyze summative and formative assessment to ensure alignment to P/SAT, CCSS and learning objectives using the EQUIP rubric and flight goals rubric

Sep 14, 2020 to Jun 30, 2022 - Teachers, ILT

Conduct informal observations on Teacher ambassadors that are practicing balanced assessment using MARS tasks rubric and/or flight goals rubric

Sep 14, 2020 to Jun 30, 2021 - Teachers, ILT,administration

On-Track Nov 05, 2020

Analyze Academic Approach interim data to develop PSAT quarterly data trackers; differentiate instruction for students to master flight goals/power standards using the Suite of Assessments

Sep 14, 2020 to Jun 30, 2021 - Teachers

Develop a rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 2nd quarter)

Nov 16, 2020 to Feb 12, 2021 - Teachers

Develop a rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 4th quarter)

Apr 26, 2021 to Jun 30, 2021 - Teachers

Develop a rubric for flight goals for English and Mathematics (through Gwendolyn Brooks PLC and Lead 180; 3rd quarter)

Feb 12, 2021 to Apr 23, 2021 - Teachers

## Strategy 2

On-Track Oct 22, 2020

Develop web design team; web design team will seek meeting dates, times and locations to share via the school website on a monthly basis for all events at our school athletic and our PAC, BAC, LSC, related to motivating our students.

Jun 18, 2020 to Dec 05, 2022 - Watts/ Tech person/ Web designer

Create a working calendar to have coaches submit their designated games of honor for player mother/fathers/guardians so that we can acknowledge our supporters

Jun 18, 2020 to Aug 31, 2022 - Athletic Director

Celebrate our families and their student athletes with the formation of ceremonies(2x semester) and events (quarterly) , to honor those parent/guardians that have supported our students, teams, committees, and school as we work together to build our school culture

May 30, 2020 to Dec 30, 2022 - Sunshine Team

Plan and conduct family nights and parent resource fairs with the support of staff and community partners

Sep 07, 2020 to Jun 30, 2021 - Teachers

Designate a help desk during report card pickups and student orientation for assisting families registration for parent portal (i.e Back to School, orientation, enrollment, parent night, all ideal days for achieving 50% of parents registered)

Sep 07, 2020 to Jun 30, 2021 - Clerks

## Strategy 3

On-Track Oct 22, 2020

Market AP classes; register students, conduct town hall meetings, visit other classes (students will discuss with other the students the benefits of obtaining a 3 or higher) Quarterly

Sep 07, 2020 to Jun 30, 2021 - AP Teacher, Counselor, Post-Secondary Counselor

Develop a relationship with One Goal through 5/3 Bank as well as review Gear Up Tool Kit and make partnerships One Million Degrees and/or Bottom Line for college persistence.

Sep 07, 2020 to Jun 30, 2021 - Post Secondary Department, CIWP

On-Track Nov 05, 2020

Develop awareness/motivation of the importance of exiting out of the Bilingual Program through ACCESS test to leading to obtaining the Seal of Biliteracy. Develop English language proficiency benchmark exams to increase student advocacy in setting ACCESS test growth goals.

Jun 07, 2020 to Jun 30, 2021 - Bilingual Coordinator, EL /DL Specialist, Spanish Department, English Department

Attend Professional Development; receive coaching from CPS coaches

Sep 07, 2020 to Jun 30, 2021 - AP Teachers, Administration, AP Coaches

Analyze student work biweekly in content meetings to use for balance assessment and grading practices using LASW tool to evaluate rigor to prepare and analyze student growth for Interim and SAT performance and alignment.

Sep 14, 2020 to Jun 30, 2021 - Content departments, ILT

Complete and develop quarter 3 unit by identifying CCSS learning targets, tasks, assessments, and culturally relevant reading material (all core contents)

Aug 26, 2020 to Nov 13, 2020 - Teachers

Complete and develop quarter 4 unit by identifying CCSS learning targets, tasks, assessments, and culturally relevant reading material (all core contents)

Nov 16, 2020 to Feb 12, 2021 - Teachers & Lead 180

Behind Nov 05, 2020

Create tasks aligned to learning targets for unit 1 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners

Aug 24, 2020 to Sep 04, 2020 - Teachers & Lead 180 (Teacher Institute)

Create tasks aligned to learning targets for unit 2 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners

Nov 13, 2020 to Nov 13, 2020 - Teachers & Lead 180 (School Improvement Day, 1st qtr.)

Behind Oct 22, 2020

Create tasks aligned to learning targets for unit 3 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners

Feb 05, 2021 to Feb 05, 2021 - Teachers & Lead 180 (School Improvement Day, 2nd qtr.)

Create tasks aligned to learning targets for unit 4 that is inclusive of differentiated instruction for students above, at, or below attainment as well as for diverse learners and English Language Learners

Apr 23, 2021 to Apr 23, 2021 - Teachers & Lead 180 (School Improvement Day, 2nd qtr.)

Adopt and use the curriculum developed by CPS PE department; conduct informal observations for pacing and lesson plan audits

Sep 14, 2020 to Jun 30, 2022 - PE Department/Admin

Analyze student work and tasks from the PE department in alignments with CPS PE/Health curriculum

Sep 14, 2020 to Jun 30, 2022 - PE Department/Admin

## Strategy 4

Identify the time when the remediation classes will take place and who will be leading the classes.

May 01, 2020 to Sep 07, 2020 - CIWP/Admin/Academic Approach/Teachers

Select the students who will be targeted from the 9th grade class to be taking these remediation classes after they take their first PSAT.

Sep 07, 2020 to Jun 30, 2021 - Counselors/Grade level teams

On-Track Oct 22, 2020

Create Freshman English Language Arts curriculum to reinforce writing and grammar skills

Sep 07, 2020 to Jun 30, 2021 - English Department

Create coaching cycles with ELDL specialist specifically targeting students who are identified as EL and/or DL.

Sep 07, 2020 to Jun 30, 2021 -

Create a Freshman Math curriculum to reinforce pre-algebra and algebra skills

Sep 07, 2020 to Jun 30, 2021 - Math Department

## Strategy 5

Completed Oct 22, 2020

Provide teachers and staff with Professional Development for SEL practices; also during School Improvements days

Aug 31, 2020 to Sep 30, 2020 - SEL team

Conduct classroom observations to monitor SEL implementation

Sep 07, 2020 to Jun 25, 2021 - SEL team

On-Track Nov 12, 2020

Train grade level leads on a protocol for data driven and student centered grade level meetings.

Aug 31, 2020 to Sep 18, 2020 - ILT Members

Develop and implement initiatives to increase attendance by leveraging both the attendance team and student clubs (African American Heritage Club, Dreamers Club, and SVC)

Sep 21, 2020 to Feb 04, 2022 - Attendance Team

Develop a meeting calendar for the BHT team to meet on a regular basis and monitor the enforcement of the behavior policies and data.

Aug 31, 2020 to Dec 17, 2021 - BHT lead

Survey staff and students to measure successes and to receive and implement feedback related to 5 Essentials Survey

Sep 01, 2020 to May 01, 2022 - Change Agents/SEL Team

# 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.**

Currently our school has a focus on increasing P/SAT growth and attainment particularly with African-American and Hispanic males as well as diverse and English language learners. To address our concern, we are developing a curriculum for each core subject and are adopting standard based learning/assessments to further differentiate students tasks, to address their individual needs so that they can become successful at demonstrating mastery of common core standards.

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

Programs have been expanded to offer students with more opportunities to take advanced courses such as AP Capstone, AP Computer Science, Dual Computer Science, and Dual Criminal Justice. We also have more opportunities for our students to earn certifications through our newly implemented Allied Health program and possibly digital media if approved. Over the course of years, we've collaborated with several external partners that support us with restorative justice practices, SEL practices, clinical services, and post-secondary preparedness.

**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.**

We developed a robust data driven cycle to analyze student P/SAT interim data to develop action oriented goals to address learning gaps. Data trackers (using the P/SAT interim data and SAT Suite of Assessment data) are used to differentiate tasks and learning. We also use the distributive leadership model to build Teacher capacity and leadership for grade level and content teams. The ILT utilizes the MARS informal observational tools to conduct learning walks for content, assessment, engagement, etc. In addition, we use the Equip rubric to evaluate the rigor of assessments and tasks. Most recently we developed an SEL team and adopted the national SEL academic standards to develop a toolkit of resources and strategies for Teachers and staff.

**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).**

This school year we recently hired an EL/DL specialists to support their individual needs by implementing a communications class for students that exit out of the ESL program. We partnered with UMOJA to provide post-secondary support, YJC to provide career and technical training and BAM to provide SEL services for male students. We recently partnered with Pretty Brown girls to provide SEL services to our female population. We also partnered with Gad's Hill to provide clinical support to our students as well as SOAR and Knock at Midnight to support us with increasing student attendance.

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

We joined CPS Opportunity Schools one year ago and will be fully staffed for SY 20-21. In addition, we partnered with Michigan State University, DePaul, Northern Illinois, and Teach for America as a residency site to train student Teachers and potential CPS Teacher candidates as part of the residency program.

**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.**

Lead 180 is supporting us with developing curriculum for each content area. Teachers attend CPS high school summits and College Board professional developments. Paraprofessionals attend all network and district professional developments (i.e. attendance, SECA, Case Manager, SEL, post-secondary etc.). As the Principal, I recently completed two years of additional support and consultancy through New Leaders. Administration also just recently applied for CPS pipeline programs. Teachers just recently applied to be an MCL or EIT through CPS powered Schools program.

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

Our school is working collaboratively with FACE and Principals at our feeder schools to conduct a meet and greet of our PAC and/or BAC and also to provide information about our school during their PAC meetings. Parent involvement is one of CIWP strategies.

**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: Highschool

**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.**

Balanced assessment is part of our CIWP. We will conduct surveys to obtain support from all Teachers in regards to Balanced Assessment and will modify the strategies as needed.

**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.**

We will conduct enrichment classes for 9th grade students during advisory (Teachers will be paid with an over-time indicator). We will also utilize Academic Approach instructors to conduct after-school classes for grades 9-11 for targeted students to provide practice on P/SAT power standards. Our ESL and DL specialists also utilizes the pull-out method to provide additional support to ESL/DL students.

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

Our School Improvement Grant will used to fund and positions for registration, enrollment, and budget. Our Empowered Schools grant will be utilized for Lead 180 professional development and or/sustaining an external partner. All CTE funds will be utilized toward out Allied Health program. We will continue our partnership with 5/3rd Bank to fund both UMOJA and Youth Job Center. Englewood Transition and Jefferson funds will used to provide academic enrichment, and ESL support for targeted students. STLS funds will be used to purchase school supplies, clothing, and hygiene kits for our most vulnerable population.

# 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.**

We will share our CIWP priorities with parents in a newsletter, during Open House, and report card pick up. We will also share our priorities with duirng our PAC and BAC meetings.

**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**

We will conduct monthly PAC and BAC meetings during the first week of each month. Our annual Title I PAC meeting will be held during September 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.**

We will administer surveys to parents as well as obtaining feedback from parents using a questionnaire in the main office during their visit to the school.

**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.**

Remediation learning plans will be provided to parents to update them in regarding to students that have below a C average in each course. We will also distribute ASPEN Parent portal codes and directions for parents to sign-up for parent portal to track their child's grades. Report card pick-up will be established by the district.

**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.**

The district will provide the letters and indicate the timeline for distribution to parents.

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

During Open House and the State of the School address, parents will have the opportunity to meet with Teachers, Counselors and the Case manager to learn about common core state standards, SAT, and Individual Plan Learning goals.

**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.**

Within the CIWP strategy we indicated various strategies to increase parent involvement through newsletters, the website, and monthly breakfast with administration. We will also hire parents as miscellaneous workers to provide support to the school and to develop programs to parents based on the community's needs.

**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.**

Within the CIWP strategy we indicated various strategies to increase parent involvement through academic assemblies, sports. parent nights and parent workshops offered by our external partners.

**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.**

We will collaborate with external partners within the school community to provide ESL classes as well as DACA workshops to provide support to 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.**

We have two bilingual clerks that translate all newsletters and information on the school's website to keep a parents updated about academics, sports, and events.

## 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>**

[X] **<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.)**

Our mission is to invest in our future by working collaboratively to implement suitable programs to prepare students to excel in their future endeavors as it relates to college and technical careers. We do this by having students explore various career opportunities, select advanced course offerings, and set goals. In addition, we conduct field experiences and survey student interests to enhance their learning to increase overall student achievement.

**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 conferences are scheduled for the first and third quarters (November 19 & April 22).

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

Quarterly remediation plans, P/SAT interim scores, BAG (Behavior, Attendance, and Grades) reports, and IEP reports cards will be share with students and parents.

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| **The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.**<br><br>Parents can request parents conferences through the school's website page with administration or staff members. |
| **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.**<br><br>Parents can complete a CPS Parent volunteer application to volunteer, participate, observe, or attend school field trips. |
| **The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).**<br><br>Parents will be required to sign BAG reports, remediation plans, attendance score cards, and other documents confirming that they received and provided support to their child's academic progress. |
| **The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.**<br><br>Parents will be honored with the decision making process to enhance their child's educational experience. This can be done with a simple request from a parent to conduct a conference with any staff member. |
| **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).**<br><br>Students will set goals every five weeks in their Seminar class using their BAG (Behavior, Attendance, Grades) report. Students that meet their goals will be publicly celebrated at our quarterly academic growth assembly. |

## Parent Budget (Complete)

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| **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.**<br><br>-Increase student enrollment<br>-Build a partnership with parents at feeder schools<br>-Conduct shadow days<br>-Provide educational support classes and workshops for parents<br>-Host sports clinics<br>-Invite parents to school events (Family night, sports events, academic assemblies, etc.) |

**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**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $0.00 |
| **53405** | **Supplies**<br>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**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $710.00 |
| **54125** | **Consultants**<br>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) | $500.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<br>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. | $581.00 |
| **54565** | **Reimbursements**<br>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. | $322.00 |
| **53510** | **Postage**<br>Must be used for parent and family engagement programs only. | $0.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>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 by used only by parents. | $0.00 |