

# William Rainey Harper High School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Kothyn Evans-Alexander	Admin	kcevans@cps.edu	Has access
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Sharon Lawson	Teacher	sslawson@cps.edu	No Access
Yolanda Scott-Bell	Teacher	yscottbell@cps.edu	No Access

### Team Meetings

No meetings saved for this plan.

### Framework

#### Category scoring

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

#### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make “safe practice” an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Evidence for leadership structure can be found in the principals 2020 Competencies Artifact Folder.
- 4 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Evidence for leadership structure can be found in the principals 2020 Competencies Artifact Folder.

## 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:** Evidence for Curriculum structure can be found in the principals 2020 Competencies Artifact Folder.

- 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
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 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:** Evidence for Depth of teaching can be found in the principals 2020 Competencies Artifact Folder.
- 4 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 4 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 4 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Evidence for leadership structure can be found in the principals 2020 Competencies Artifact Folder.
- 4 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Evidence for MTSS implementation and activities can be found in the principals 2020 Competencies Artifact Folder.
- 4 - Transitions, College & Career Access, & Persistence
  - 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)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Evidence for Transitions, college and career persistence can be found in the principals 2020 Competencies Artifact Folder and the dashboard.

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Evidence for the Quality and Character of school life can be found in the principals 2020 Competencies Artifact Folder and the CPS Dashboard.
- 4 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 4 Authentically interact with community and civic leaders
  - 4 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 4 Experience a schoolwide civics culture

- **Evidence:** Evidence for Quality of character and school life can be found in the principals 2020 Competencies Artifact Folder.
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 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)
  - **Evidence:** Evidence for Student Voice and Engagement can be found in the principals 2020 Competencies Artifact Folder and the dash board.
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Evidence for Supportive Discipline Approaches can be found in the principals 2020 Competencies Artifact Folder and the CPS dashboard.
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 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).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 4 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)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Evidence for Family and Community Engagement can be found in the principals 2020 Competencies Artifact Folder and the CPS Dashboard.

## School Excellence Framework Priorities

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

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Increase strong and well-developed writing instruction for all students.
Root Cause 1	Analyzing student writing revealed a lack of strong and well-developed writing among all students.

Area of Critical Need 2	To increase the number of students who attain enrollment and persistence of their post-secondary plan i.e. college, vocational trades, and the work place
Root Cause 2	The historical data shows that students struggle to persist in the completion of college, vocational trades and their work place.
Area of Critical Need 3	Increase attendance among students.
Root Cause 3	Historical data shows that students struggle with daily attendance and being on-time to school

**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	Overall		87.00	87.00
This metric was chosen because according to historical data shows that students struggle with attendance and being on-time for school				
SQRP: College Persistence Rate	Overall		35.00	35.00
This metric was chosen because historical data has shown that persistence to complete their education and/or vocational endeavors is a struggle				
Vision: Early College & Career Credential	Overall		80.00	80.00
This metric was chosen because students will continue to participate in elective courses to continue to earn credentials in Culinary Arts and/or Digital Media. Students will be encouraged to participate in Jumpstart 2 Jobs.				
(Blank)				
(Blank)				

### Required metrics (Highschool) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> The school's goal is to continue to grow from organized to well organized.					

### Custom metrics (0% complete)

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

## Strategies

### Strategy 1

If we do...	provide a senior seminar course comprised of multiple opportunities for students to write, develop collaborative projects, and to utilize basic post high school life skills
Then we see...	more students who are able to successfully transition to, and persist in a career or college program
which leads to...	more students who are better prepared for the post-secondary setting which will increase the persistence rate
Budget Description	
Tags	Transitions, College & Career Access, & Persistence
Action steps	<ul style="list-style-type: none"> <li>(Not started) Enroll all seniors in the senior seminar class</li> </ul> Tags: <ul style="list-style-type: none"> <li>(Not started) utilize a senior seminar curriculum that provides opportunities for writing, collaborative projects, and basic post-secondary life skills</li> </ul> Tags:

	<ul style="list-style-type: none"> <li>(Not started) provide opportunities within senior seminar to support and align to college and career pathways established by students and counselor</li> </ul> <p>Tags:</p>
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## Strategy 2

If we do...	provide our teachers collaboration time with City Colleges of Chicago for professional development aligned with the skills required for seniors to pass the CCC placement exam, and teachers intentionally focus on seniors mastering essay and personal statement writing
Then we see...	more graduates eligible to take the first level college English course
which leads to...	an increase in the persistence of students in their first year of college.
Budget Description	professional development opportunities
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) Professional development schedule throughout the year</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) to ensure weekly ILT mtg to facilitate skills and strategies necessary for academic learning and intervention</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) review lesson plans for resources and professional development ideas incorporated in lessons</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) provide common planning time for general education teachers and diverse learner teachers</li> </ul> <p>Tags:</p>

## Strategy 3

If we do...	Integrate more opportunities for students to develop and practice their social emotional skills i.e. advocacy, agency, communication and listening
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Then we see...	students who are able to work effectively with others and appropriately manage their emotions in any post-secondary setting
which leads to...	a positive school environment where student feel emotionally safe and empowered to problem solve appropriately.
Budget Description	
Tags	Physical and Emotional Safety
Action steps	<ul style="list-style-type: none"> <li>• (Not started) create various opportunities for SEL strategies throughout the day for students to utilize daily life skills with minimal support Tags:</li> <li>• (Not started) providing school wide SEL professional development for teachers to implement and guide students with SEL strategies and practices Tags:</li> <li>• (Not started) provide students the opportunities to independently collaborate in learning using higher order thinking skills, SEL strategies as they pertain to life skills - teacher will act as the facilitator only Tags:</li> <li>• (Not started) develop lesson plans that incorporate strategies from SEL everyday Tags:</li> <li>• (Not started) continue to use Englewood transition program to provide MTSS support services for students needing intervention and wraparound services that are identified in tier 2 and tier 3 Tags:</li> </ul>

**Strategy 4**

If we do...	use ILT meetings, formative and summative assessments, observations and feedback, to consistently monitor our professional development, our implementation of the transitional math and English course and senior seminar
Then we see...	continuous improvement
which leads to...	an increase in the number of students who are prepared to successfully transition to, and can persist in any career or college program.

Budget Description	transitional English and math courses
Tags	Structure for Continuous Improvement
Action steps	<ul style="list-style-type: none"> <li>• (Not started) allow for scheduling for peer-to-peer observation and feedback Tags:</li> <li>• (Not started) during ILT meetings to develop structures, review strategies, develop summative and formative assessment, and analyze student work Tags:</li> <li>• (Not started) implement strategies for high learning expectation for students that will enable them to successful transition to post-secondary settings Tags:</li> </ul>

# Action Plan

## Strategy 1

Enroll all seniors in the senior seminar class

Aug 24, 2020 to Aug 24, 2020 - Programmer/counselor

utilize a senior seminar curriculum that provides opportunities for writing, collaborative projects, and basic post-secondary life skills

Aug 26, 2020 to Sep 03, 2020 - Teacher

provide opportunities within senior seminar to support and align to college and career pathways established by students and counselor

Aug 24, 2020 to Jun 14, 2021 - Counselor/Post-secondary coach

## Strategy 2

Professional development schedule throughout the year

Aug 17, 2020 to Sep 22, 2020 - Administration

to ensure weekly ILT mtg to facilitate skills and strategies necessary for academic learning and intervention

Sep 22, 2020 to Jun 15, 2021 - Administration

review lesson plans for resources and professional development ideas incorporated in lessons

Sep 14, 2020 to Jun 14, 2021 - Administration

provide common planning time for general education teachers and diverse learner teachers

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### **Strategy 3**

create various opportunities for SEL strategies throughout the day for students to utilize daily life skills with minimal support

Aug 17, 2020 to Sep 30, 2020 - Administration and ILT

providing school wide SEL professional development for teachers to implement and guide students with SEL strategies and practices

Sep 15, 2020 to Jun 15, 2021 - ILT

provide students the opportunities to independently collaborate in learning using higher order thinking skills, SEL strategies as they pertain to life skills - teacher will act as the facilitator only

Sep 14, 2020 to Jun 18, 2021 - teachers

develop lesson plans that incorporate strategies from SEL everyday

Sep 07, 2020 to Jun 18, 2021 - teachers

continue to use Englewood transition program to provide MTSS support services for students needing intervention and wraparound services that are identified in tier 2 and tier 3

Sep 08, 2020 to Jun 18, 2021 - transition lead

### **Strategy 4**

allow for scheduling for peer-to-peer observation and feedback

Oct 05, 2020 to Jun 18, 2021 - teachers

during ILT meetings to develop structures, review strategies, develop summative and formative assessment, and analyze student work

Sep 22, 2020 to Jun 15, 2021 - administration and teachers

implement strategies for high learning expectation for students that will enable them to successful transition to post-secondary settings

- administration

# Fund Compliance

## ESSA Program

ESSA Schoolwide Program

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

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.**

A comprehensive needs assessment for the entire school is the SAT

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

Academic Approach

**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.**

Academic Approach during the 1st semester

**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).**

Financial Literacy, Jumpstart to Jobs, Senior Seminar will address college career awareness

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

N/A

**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.**

District and Network professional development

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

N/A

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

N/A

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

N/A

**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.**

All students in the building are assigned a mentor, they meet every two weeks for grade reviews. Teachers offer office hours for additional assistance.

**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.**

Knock-at-Midnight, Youth Advocate Program, Childrens' Home Aid

## **ESSA Targeted Assistance Program**

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### **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

School will share information about school wide attendance, on-track rates, misconducts and post-secondary from the Network deck in the monthly LSC meeting and also during parent report card pick-up. The school will give the LSC/PAC the opportunity to review and improve the CIWP while it is being created, and during the monitoring stages of the CIWP.

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

The school will hold this annual meeting prior to October 1st in the beginning of the school year. The school will provide new district information around ESSA and also budget information at the time. The school will communicate through the Blackboard All Call system, posted agendas, fliers, and etc regarding the annual meeting and other parent meetings throughout the year.

Title I Annual Principal Meeting September 24, 2020

Organizational Meeting September 22, 2020

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

Parents are given the opportunity to gain information specific to the curriculum, academic assessment tools and the proficiency levels students are expected to meet during orientation at the beginning of the school year. Parent have the opportunity to receive updated information biannually via grade pick-up sessions, monthly LSC meeting and monthly PAC meetings. There are also grade level appropriate parent meetings that are held throughout the year to communicate explanations of the curriculum and proficiency levels students are expected to meet. All course syllabi are distributed during the first week of school and require a parent signature.

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

Parents will be given information on how to access their students' college board and Kahn accounts so that they are able to monitor students progress on standardized assessments and or monitor their students personalized practice. SAT Assessment scores are now on students transcripts as well.

**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 notification to parents of a teacher who is "not highly qualified" is a function of the Chicago Board of Education. Once the "not highly qualified" letters are received by the school, the school assigns a member of the support staff to sort and mail these letters to the homes of the appropriate students.

**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.**

Back to school orientation as well as parent meetings generally allow the Principal and excellent venue to share with parents the Learn Plan Succeed, Naviance and Common Core standards and the state and local academic assessments including alternate assessments. Requirements for meeting Title I, Part A are fulfilled by introducing and giving parents a tutorial on the use and advantages of IMPACT's Grade-book Parent Portal. Throughout the year, our Counseling/Post-secondary department provides sessions concerning high school curriculum and graduation requirements. During these sessions, academic expectations and alignment to Common Core Standards in every course is discussed and questions parent may have are discussed.

**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.**

Harper teams with the network to offer additional parental resources that are available. This school year parents have the opportunity to attend workshops and the school PAC on literacy, College Readiness including review of the Learn, Plan Succeed, financial planning for college and career options, FAFSA workshops and technology.

**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.**

Each staff member is required to utilize and maintain communication and collaboration logs for all students. Parents are able to access Aspen parent portal to check on their child's learning and achievement. Parents are always welcomed to attend the many informational sessions during the year to increase and enhance their awareness and involvement in building ties with the City Colleges of Chicago prep: Orientation, Grade pick-up, FASFA Night, and College decision day. Harper has a report card pick-up each semester in order to provide teachers with valuable parent -teacher contact time.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

N/A

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

We communicate with parents through Blackboard Connection, school marquee, letters and flyers sent home with students and mailed directly homes, flyers posted in the community, and through staff individually calling home as well.

### Policy Implementation Activities

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

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

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

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

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

n/a

### School-Parent Compact (Complete)

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

Our mission is to provide each student with the skills and values necessary to become successful and productive citizens in a global community. We will empower students to be on time, and take ownership of their education, their life and their future. At Harper, instructional team meetings with all teachers are used to plan and implement standards based and curriculum based on the Common Core Standards.

**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.**

The school will continue to participate in the two mandated parent-teacher conferences. Quarterly parent-teacher conferences to review behavior, grades, and attendance. Conferences are also held with administration, mentors, and as needed by individual teachers.

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

Parents will continue to have daily access to students grades using parent portal. Parents will also receive more formal updates on grades every 5 weeks.

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

All teachers will continue to have office hours and parents will be encouraged to make appointments with teachers during this time. We will encourage each parent to sign up for the CPS Parent Portal, which provides them the opportunity to monitor their child's grades, attendance and the ability to email their teachers.

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

Parents are able to observe classroom instruction, their child's behavior by appointment only. Any and all requests are made to the Principal who will then arrange the visit, within 48 hours with the teacher in question. Any parent is welcome to volunteer provided the appropriate policy from volunteering is followed. Parents are given the website to apply to become volunteers.

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

School will sponsor parent report card pick up for the end of each semester and will ensure parents have ample opportunities to meet with teachers and staff. We will also invite parents to participate in the quarterly grade level celebrations and meetings.

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

The attendance office conducts monthly parent meetings and invites teachers and staff to join, grade level meetings are conducted during report pick-up and the ability to schedule appointments with teachers before and after school. Parents are invited to IEP meetings and reevaluations. Teachers are able to request a teacher/parent/student conferences.

Parents are able to participate with report card pick-ups, and can schedule an appointment with an administrator and/or teacher.

**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).**

The students will participate in a class seminar that focuses on college readiness, study skills, the importance of attendance and focus on their B.A.G. -behavior, attendance and grades. Students will follow-up with teachers for missing assignments after an absence. Academic goal setting is conducted on a semester basis with individual students with the administrative team.

## Parent Budget (Complete)

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**

Parent workshops and meetings will be scheduled and information will be mailed out to inform parents about meetings.

**Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$152.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$152.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00

<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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