Morgan Park High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	All Staff	Rating the SEF

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
  - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 2 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders

- o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 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 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- o   2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o   **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 2 - 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   3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o   4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o   2 Utilize assessments that measure the development of academic language for English learners
  - o   3 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   3 Improve and promote assessment literacy
  - o   2 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**: Detailed evidence description is located in the MP shared Google Drive folder.
- 2 - MTSS
  - o   2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o   1 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)
  - o   1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o   4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o   4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o   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)
  - o   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)

- o 2 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)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 1 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)
- o 2 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)
- o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 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 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 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 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - 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 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 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 1 Exercise student voice (REQUIRED: OSEL)
  - o 4 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 1 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 2 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions

that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Detailed evidence description is located in the MP shared Google Drive folder.
- 3 - Family & Community Engagement
  - o 1 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 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**: Detailed evidence description is located in the MP shared Google Drive folder.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**4**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**3**

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
2	Quality and Character of School Life: Physical and Emotional Safety	**5**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
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	**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	Balanced Assessment & Grading
Root Cause 1	Subjective and inconsistent grading practices
Area of Critical Need 2	Curriculum
Root Cause 2	No written curriculum
Area of Critical Need 3	Instruction
Root Cause 3	Teachers do not have a wide range of pedagogical strategies that will prepare students to grapple with cognitively demanding tasks
Area of Critical Need 4	MTSS
Root Cause 4	Lack of school wide tier one supports

Area of Critical Need 5	Physical & Emotional Safety
Root Cause 5	Inconsistent application of our school wide behavioral expectations

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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: Freshman On-Track equitable grading practices need to be addressed school-wide.	Overall		85.00	90.00
Vision: HS Attendance Rate by focusing on MTSS targeted student supports will focus on attendance, SEL, and academics.	Overall		87.00	88.00
SQRP: PSAT 9 Annual Growth Percentile we want to improve student outcomes through the cognitive demand. Our formative assessment data cycles will be aligned to a scope/sequence and allow us to track mastery.	Overall		25.00	30.00
SQRP: PSAT10 Annual Growth Percentile-Math we want to improve student outcomes through the cognitive demand of instructional tasks. Our formative assessment data cycles will be aligned to a scope/sequence and allow us to track mastery.	Overall		35.00	38.00
SQRP: SAT Annual Growth Percentile-Math we want to improve student outcomes through the cognitive demand of instructional tasks. Our formative assessment data cycles will be aligned to a scope/sequence and allow us to track mastery.	Overall		52.00	55.00

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Develop a grading policy that aligns to IB standards and provides students with opportunities for feedback and revision
Then we see...	Students will develop an academic mindset which fosters academic excellence
which leads to...	-90% or higher FOT - 85% or higher SOT - Increase in course pass rate -Teacher failure rates under 20%
Budget Description	
Tags	Balanced Assessment and Grading
Action steps	• (Not started) Require the use of IB rubrics for all summative assessments in all core classes Tags:Balanced Assessment and Grading

	• (Not started) Grade instructional tasks and assignments within the week they are assigned and record student scores in Aspen Tags:Balanced Assessment and Grading • (Not started) Provide students with actionable feedback within one week on all tasks and allow them an opportunity to make revisions for mastery Tags:Balanced Assessment and Grading • (Not started) Maintain up-to-date student records Tags:Balanced Assessment and Grading • (Not started) Provide teachers with research-based articles on effective grading practices and grading for equity Tags:Balanced Assessment and Grading • (Not started) Provide ongoing teacher professional development focused on equitable grading practices Tags:Balanced Assessment and Grading • (Not started) Use grade distribution and failure data to place students in tiered support groups Tags:Balanced Assessment and Grading

Strategy 2

If we do…	Develop a vertical and horizontal scope and sequence aligned to Common Core, IB, and SAT while providing teachers professional development around effective implementation
Then we see…	Teachers can create data-driven instructional cycles and use formative and summative assessment data to adjust tier one instruction to meet the needs of all students
which leads to…	- 10% increase in the number of students receiving early college and career credentials each year - 15% increase in the percent of students meeting the college readiness benchmark each year -Improved NWEA growth by 10% each year
Budget Description	
Tags	Curriculum
Action steps	• (Not started) Use grade level specific SAT Domains to create a scope and sequence

	Tags:Curriculum
	• (Not started) Embed SAT aligned formative and summative assessments in each unit of study Tags:Curriculum • (Not started) Develop a written curriculum scope and sequence guide Tags:Curriculum • (Not started) Provide staff with professional development on curricular expectations for IB and AP Tags:Curriculum • (Not started) Provide teachers with professional development for selecting standards based learning objectives and aligning them to instructional tasks Tags:Curriculum • (Not started) Use department and course team planning time to create and modify units of study through the use of a unit planning rubric Tags:Curriculum

Strategy 3

If we do…	Focus on improving the quality of instructional practices and student outcomes by engaging in professional development, collaboration, and reflection that supports the development of high quality rigorous student tasks
Then we see…	Students will be provided instructional tasks that are both aligned to standards and prepare them for the rigor expected on college and career assessments
which leads to…	- 10% increase in the number of students receiving early college and career credentials each year - 15% increase in the percent of students meeting the college readiness benchmark each year -Improved NWEA growth by 10% each year
Budget Description	
Tags	Instruction
Action steps	• (Not started) Utilization of consistent classroom walks to improve instruction Tags:Instruction

	• (Not started) PD rhythms to address instruction Tags:Instruction • (Not started) Utilization of REACH teacher leaders Tags:Instruction • (Not started) New teacher coaching to improve instructional practices Tags: • (Not started) Utilization of PLCs to improve instruction Tags:

Strategy 4

If we do...	Provide professional learning on tiered academic and SEL supports and interventions
Then we see...	Teachers will provide tiered instruction whereby students will make academic progress while being able to self-regulate emotional responses
which leads to...	-90% or higher FOT -Improved attendance by 3% each year -Improved graduation rate by 5% each year -Improved NWEA growth by 10% each year - 10% decrease in level 4-6 infractions each year
Budget Description	
Tags	MTSS
Action steps	• (Not started) Utilize strategic partnership model to connect 50% of MPHS students to an additional support Tags:MTSS • (Not started) Implement consistent tier 1 instructional practices as measured by a MTSS framework Tags:MTSS • (Not started) Create a tiered system of support aligned to instruction and climate and culture Tags:MTSS

	• (Not started) Provide professional development to improve tier 1 instruction and classroom culture Tags:MTSS

Strategy 5

If we do...	Develop a culture and climate PLC
Then we see...	A development of proactive strategies to prevent SCC violations and analysis of culture and climate data
which leads to...	- 10% decrease in level 4-6 infractions each year - 20% increase in teachers utilizing UMOJA for level 1 -3 infractions each year -30% of students connected to a school community partner
Budget Description	
Tags	Physical and Emotional Safety
Action steps	• (Not started) Use discipline data to identify and provide additional supports for tier 2 and tier 3 students Tags:Physical and Emotional Safety • (Not started) Provide SEL training and Restorative training for school security officers Tags:Physical and Emotional Safety

Action Plan

Strategy 1

Require the use of IB rubrics for all summative assessments in all core classes

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

Grade instructional tasks and assignments within the week they are assigned and record student scores in Aspen

Sep 07, 2020 to Jun 24, 2022 - teachers

Provide students with actionable feedback within one week on all tasks and allow them an opportunity to make revisions for mastery

Sep 07, 2020 to Jun 24, 2022 - teachers

Maintain up-to-date student records

Sep 07, 2020 to Jun 24, 2022 - teachers

Provide teachers with research-based articles on effective grading practices and grading for equity

Sep 07, 2020 to Jun 24, 2022 - administration and ILT

Provide ongoing teacher professional development focused on equitable grading practices

Sep 07, 2020 to Jun 24, 2022 - administration

Use grade distribution and failure data to place students in tiered support groups

Sep 07, 2020 to Jun 24, 2022 - administration and teachers

Strategy 2

Use grade level specific SAT Domains to create a scope and sequence

Sep 07, 2020 to Jun 25, 2021 - teachers and administration

Embed SAT aligned formative and summative assessments in each unit of study

Sep 07, 2020 to Jun 25, 2021 - teachers and administration

Develop a written curriculum scope and sequence guide

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

Provide staff with professional development on curricular expectations for IB and AP

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

Provide teachers with professional development for selecting standards based learning objectives and aligning them to instructional tasks

Sep 07, 2020 to Jun 24, 2022 - administration

Use department and course team planning time to create and modify units of study through the use of a unit planning rubric

Sep 07, 2020 to Jun 24, 2022 - administration and teachers

Strategy 3

Utilization of consistent classroom walks to improve instruction

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

PD rhythms to address instruction

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

Utilization of REACH teacher leaders

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

New teacher coaching to improve instructional practices

Sep 07, 2020 to Jun 24, 2022 - administration and partner

Utilization of PLCs to improve instruction

Sep 07, 2020 to Jun 24, 2022 - administration and teachers

Strategy 4

Utilize strategic partnership model to connect 50% of MPHS students to an additional support

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

Implement consistent tier 1 instructional practices as measured by a MTSS framework

Sep 07, 2020 to Jun 24, 2022 - teachers and administration

Create a tiered system of support aligned to instruction and climate and culture

Sep 07, 2020 to Jun 24, 2022 - administration and MTSS team

Provide professional development to improve tier 1 instruction and classroom culture

Sep 07, 2020 to Jun 24, 2022 - administration

Strategy 5

Use discipline data to identify and provide additional supports for tier 2 and tier 3 students

Sep 07, 2020 to Jun 24, 2022 - teachers, administration, and deans

Provide SEL training and Restorative training for school security officers

Sep 07, 2020 to Jun 24, 2022 - teachers, administration, and deans

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.

Administation, teacher teams, and the PAC will review student data to understand how students are making progress towards the goal.

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

The MTSS team will continue to utilize tiered classroom supports and they will also to utilize school based partners for academic intervention. The Stoplight Report will be used to determine if students are making progress towards graduation.

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.

Teachers are focusing on the use of cognitively demanding tasks as the anchor for ensuring high quality instruction in all classes.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

The MTSS team will use the data from the Stoplight Report to determine the necessary interventions for expanding programs. The school partners will be required to participate in quarterly partnership meetings to discuss student success

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

MPHS is partnering with Chicago State University and the University of Illinois. Student teachers from both institutions are partnered with MPHS teachers. If a vacancy is available,the student teacher is interviewed for the vacancy. First and second year teachers receive ongoing coaching from Optimal Learning Solutions.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Professional development goals are aligned with the CIWP goals. Professional development is led by the ILT, admin, and Optimal Learning Solutions.

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

Parents are engaged in ongoing professional learning during PAC meetings. Grade level specific sessions are hosted by the admin to help parents understand SAT and PSAT readiness.

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

Not applicable

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

The ILT and the PPLC are critical in the decision making process for schoolwide decisions related to assessments and other instructional decisions.

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.

The use of the Stoplight Report, teacher recommendations, and MTSS referrals will be used to determine students who need additional support. Two partners who are critical to implementing additional tutoring opportunities include City Year and Gear Up. Teachers also provide tutoring during lunch and after school.

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.

The Community Resource coordinator will be instrumental in helping to develop programs for parents. Through the use of surveys, parents programs will be selected based on parental need.

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.

A member of the school's administrative team (preferably the principal) will meet with the PAC during a regularly scheduled meeting on a monthly basis to
review the parent involvement plan. Prior to meeting, the PAC and the school's leadership should set benchmark goals at the beginning of the year in order
review key items that were deemed priorities for the PAC.

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 Annual Title 1 Meeting and the PAC Organizational Meeting will be held in September, 2020 in order to inform parents of the school's participation in
the ESSA and Title one Programs. The monthly PAC meetings will continue to be held on the Third Wednesday of every month. In addition, the PAC and the
school's ILT will co facilitate meetings geared toward student participation in ESSA and Title I programs quarterly. Meetings will be publicized via website, phone
blasts and email.

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.

Once the School Parent Advisory Council makes a suggestion, the school's administrative team will respond immediately and appropriately to the suggestion.
The administrative team will work collaboratively with the PAC in order to make key decisions that impact the PAC's involvement. The administrative team will
respond to the communicating body in writing with a decision or response to the decision that needs to be made.

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.

When state assessment results are ready, they will be given to parents on report card pick-up day or mailed home. The school will offer another opportunity
for parents to review their student's assessment results by hosting events where the curriculum coordinator, the administrator for curriculum and instruction,
the IB Diploma and the IB Middle Years Programme coordinators, as well as department chairs from the core subjects meet with parents to give an overview
on how to read their student's assessment results and talk about supports and intervention that are available to their child.

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.

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.
Policy Implementation Activities
At Morgan Park we aim to ensure that 100% of our teachers who are assigned to teach are highly qualified as defined by Title 1 Final Regulations. In the
event that a teacher is assigned a teaching position and the teacher is not highly qualified, the school's principal will mail a letter to all parents of the
students who are being taught by a teacher who is not highly qualified explaining the circumstances and will offer next steps regarding this teacher's
assignment (i.e. this may be temporary teaching assignment and the permanent teacher will return soon.)

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.

Tentatively scheduled for the second week in September, a parent night will be held for each grade level. At this meeting, members of the Instructional
Leadership Team will review with parents the common core state standards, the standardized test assessments, and how they can monitor their child's
progress. In addition, the team will share best practices with parents regarding working with their child's teacher to ensure that their child is receiving a quality
education. Once assessment results are received, subsequent meetings will be scheduled (Quarter 2 and Quarter 3) to discuss student assessment results
and school instructional interventions (i.e. skills based tutorials). By Quarter 4, the students should be preparing for end of the year assessments while
teachers are forming curriculum plans based on interim assessment and student class performance. This information will be shared with parents at an end of

the year meeting with parents in preparation for next year. A workshop will be held so that parents will understand the expectations of the PSAT/SAT. Grade
level specific open houses will be held to help parents understand how assessments align to post-secondary opportunities.

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.

Throughout the school year, teacher teams and the technology coordinator will hold meetings with parents regarding literacy and technology. Teams will
discuss with parents the school's targeted instruction area and literacy tips that will enhance student performance. In addition, our technology coordinator will
host a variety of workshops that include monitoring student performance on line (using Gradebook and ManageBac), monitoring their student's academic
honesty (checking for plagiarism), and monitoring student use of social media. These workshops will aid in helping parents to monitor their student's web
usage as well as to monitor grades online. These sessions will occur frequently throughout the year.

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.

A growing need at our school is staff development on communicating with parents. During the beginning of the school year staff development, the
administrative team will work with a professional development facilitator to discuss specific strategies that should be used for teachers to communicate with
parents. This professional developer will give a workshop that specifically targets school to home communications about a student's academic progress. In
addition, the presenter will discuss effective methods of communicating to parents a teacher's behavioral expectations and students behaviors. Each teacher
will be asked to participate in at least one of the parent workshops given this year.

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.

Parents will receive information every week that highlights schoolwide expectations, available programs, and all other pertinent information.

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.)   We are an International Baccalaureate high school committed to academic and social excellence for all students through the implementation of its rigorous   and diverse curriculum and assessment. We strive to create an atmosphere of mutual responsibility among students, faculty, staff, parents, and the   community. We aim to develop globally responsible citizens who are knowledgeable, open-minded, caring, and principled thinkers. In order to carry out the   school's mission, the school's ILT will continue to place a great emphasis on professionally developing the staff on Common Core State Standards as well as   International Baccalaureate standards and practices. In addition, teachers will use assessment data to drive instruction in order to shape student intervention   and/or to modify instruction for upcoming learning periods. The school will keep all stakeholders involved in curricular changes and will involve both students   and parents in establishing expectations. Teachers will be sure to track student progress throughout the implementation of new strategies so that the school   can identify future professional development needs and curricular modifications.
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 hold the regularly scheduled parent-teacher conferences assigned by the district in November, 2020 and April, 2021; Freshmen ParentTeacher   Conferences (Progress Report Review) in October, 2020; December, 2020; and March, 2021. Sophomore ParentTeacher Conferences Staying on Track Nights will be   September, 2020 and May, 2021. Junior Parent-Teacher Conferences SAT Nights: October, 2020 and March 2021.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Teachers will update their grades on a weekly basis. In addition, progress reports will be completed every 5 weeks and mailed to parents.
Report cards will be issued every 10 weeks. Parents will pick up the student grades for both Quarter 1 and Quarter 3 . Quarter 2 and Quarter 4 grades will
be distributed to students to take home to parents/guardians. Parents will be reminded of this distribution via the school website.

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

On the Morgan Park website (www.morganparkcps.org), parents can view staff information and email staff with questions and concerns. Parents can contact
the counseling department to set up conferences with individual 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.

Each quarter the school will invite parents to volunteer at the school and brief parents on CPS policy as it applies to parent volunteers. Volunteer
assignments will be given based on policy compliance, parent interest and areas of most need. Parent support is needed in all offices in the building i.e.
attendance office, main office, counseling office, programming office, and Dean's office. In addition, parents are needed to support on field trips, and during
after school activities. Teachers may need parental support when completing long range projects and may need assistance in the classroom to make sure
the students complete involved projects (i.e. science fair, history fair).

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

Parents are expected to check their student's progress in each class using the Aspen System . Parents are expected to contact
teachers sooner rather than later regarding clarification or grading discrepancies. Parents should use the Aspen to monitor student
attendance and to contact the attendance office if they have any questions or concerns regarding student attendance.

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

During parent year group meetings, PAC meetings, and LSC meetings, parents will voice their concerns regarding decisions that are to be made
regarding their child's academic career. Each meeting will include an opportunity for parent comments and concerns to be addressed. All concerns raised will
be addressed by the school's administration. If necessary, specific parents may be called in to meet with the administration and other stakeholders to make
important decisions regarding student academics, activities, and/or safety.

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).

A Student Voices Leadership Team will take on the challenge of improving the overall academic climate in the school building. The school will launch
campaigns regarding student academic and behavioral awareness. This team will encourage positive behaviors and habits for all stakeholders which
includes respect, good attendance, and a high priority on academic achievement.

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.

There will be monthly workshops to train parents on academic, college application, financial aid, and adolescent social emotional development to equip
parents with strategies for improving their children's academic achievement.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$2000.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1000.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$1000.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$1000.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00