Consuella B York Alternative HS 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/17/2020	Sims, Bradley, Godfrey, Griffin, Collins, Clark, Davis, Sutton, Vanderbilt, White	2020-22 CIWP Action Steps & Timelines
01/31/2020	Sims, Godfrey, Griffin, Collins, Clark, Davis, Sutton, Vanderbilt, White	School Effectiveness Framework Survey
02/11/2020	Sims, Bradley, Johnson	Custom Metrics, SQRP Goals, Areas of Critical Need

Date	Participants	Topic
02/21/2020	Godfrey, Jones, Clark, Collins, Davis, Sutton, White, Griffin	Areas of Critical Needs & Root Cause Analysis
02/24/2020	Sims, Bradley, Johnson, Godfrey	Areas of Critical Needs & Root Cause Analysis
03/20/2020	Sims, Bradley, Godfrey, Griffin, Collins, Clark, Davis, Sutton, Burns, White, Griffin, Burns	CIWP High School Clinic
03/25/2020	Sims, Johnson, Bradley, Hougard, Castro, Network 16 Principals	CIWP Consultancy
04/14/2020	Sims. Bradley, Johnson, York Teachers	Theory of Action Planning Meeting
05/08/2020	Sims, Bradley, Johnson Godfrey, Griffin, Collins, Clark, Davis, Sutton, Vanderbilt, White	CIWP Clinic - Balanced Assessment
05/07/2020	Sims, Bradley, Johnson, Godfrey, A. Jones, Dr. Deer, Ronald Howard	LSC Meeting - CIWP & Budget Proposals
05/15/2020		PPLC Meeting

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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- o 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)
- o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- o 4 Enable staff to focus and prioritize what matters most
- o 4 Employ the skills to effectively manage change
- o 4 Make ?safe practice? an integral part of professional learning
- o 4 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**: Shared school mission and vision; Common classroom structures; Enrollment/Transition processes; Individual Success Planning; Protected staff collaboration time; Flexible scheduling; Staff and student celebrations; Data collection and sharing
- 4 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - 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 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Data collection and sharing; Formal and informal classroom observation cycles; REACH Framework support; LSC meeting schedules, agendas and notes; Budget allocation & Phases of Purchasing; Flexible schedules; Protected collaboration time; Professional learning calendars; Differentiated staff development supports; and "Board of Scholars"

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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 4 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: Course Team Unit Plans, Reading Libraries, Diverse text sets in the classroom
- 3 - 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 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 2 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 3 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**: Student engagement, REACH practice scores on component 3c
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 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 2 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 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 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 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 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**: Common assessments; Assessment plans and schedules
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 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 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- o 2 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 3 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 2 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 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 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 2 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 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- o 2 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**: Student incentive program; Pyramid of Support Classroom Tool; Anecdotal reporting; Restorative Justice activities
- 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 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 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**: ISP Planning; School-wide Seminar course offerings; Enrollment/Transition Process maps; Dual credit course offerings; Counseling Implementation Plan

Quality and Character of School Life

- 4 - 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 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Staff development plans; Student incentive program; Restorative conversations; Common planning schedules; Protected staff collaboration time
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture

- o **Evidence**: Unit plans; Staff professional development plans; School-wide Seminar course topics
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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**: Staff development plans; Pyramid of Support; School-wide expectations; Documenting and reporting procedures; Safety & security traiing
- 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**: Staff development plans; Pyramid of Support; School-wide expectations; Documenting and reporting procedures
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 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 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Parent-Teacher Conferences; Transition Fairs; Community Resource page on website; Staff accessibility to students and the families

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	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**4**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**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**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Relational Trust	**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	Differentiate instruction and enhance opportunities for students to demonstrate mastery of content via independent practice

Root Cause 1	We inconsistently using data to differentiate instruction. The vast majority of our students receive instruction in a whole-class model, leaving very little room for differentiation and independent practice, which often results in lack of student persistence throughout the lesson. Over the past year, the ILT has taken an active role in examining instructional materials, teaching strategies, the classroom environment and other environmental factors to assess their impact on student learning. Additionally we've become more vested in STAR Assessment, using core progression data to better align the content and resources to the needs of our students. We currently use the scale score data to create instructional groups and manage diverse instructional levels within the classroom. Furthermore, as a means of progress monitoring, we've created a Midterm/Finals tracker to document the number of students who are enrollment eligible to take the teacher created assessments, as well as the number of students who are failing or in jeopardy of failing: However, the work that we've done to identify how well students are performing has yet to translate into actionable plans that will support students academically.
Area of Critical Need 2	Analyze formative and summative assessment data to determine instructional effectiveness, necessary instructional/curricular adjustments, and subsequent learning needs of all students
Root Cause 2	We have formative and summative assessment measures in place (STAR, Cycle Midterms & Finals); However, we have inconsistently used that data to map out a comprehensive picture of student learning. Despite having pre and post assessment data for over half of our students, known data are not necessarily used to address immediate student needs or inform lesson adjustments. Although students typically have high class averages on assignments and teacher-created assessments, proficiency is not necessarily reflected in students' scale scores on On STAR Reading, 41% of students are

| | meeting their growth targets, while 44% of students are meeting growth targets on STAR Math; However, students not necessarily acquiring skills to perform at grade level, resulting in York students (on average) scoring in the urgent/ urgent intervention categories in Reading and Math.

As can be seen evident during classroom observations, most of our classroom instruction is hinged on learning that does not promote differentiation or independent practice, resulting in students relying heavily on each other and the teacher for support. |
|---|---|
| Area of Critical Need 3 | Enhance the cognitive challenge of instructional texts and tasks, while executing research-based pedagogogical approaches that are suitable to student learning of the content/skills taught |
| Root Cause 3 | Using a Common Course Team focus to meet students' needs, we have developed (10) week Unit Plans with assessments. Via consistent meeting patterns that are designed to focus on teaching and learning, the unit plans are co-created by members of each Common Course Team, with the underlying goal that instructional practices in all classrooms will support the focus of each Unit Plan.

Instructional materials and resources for implementation are available to every teacher and student and are used strategically to support the instructional focus of each Unit Plan. The structure and purpose for planning the Units have been established; However, even with the creation of a (10) week Cycle Calendar to offset the high student mobility rates, our unit plans are not comprehensive enough.

As can be seen evident in growth on the STAR Assessments (SY 2018-19), 41% of students in Reading and 44% of students in Math are meeting their expected growth targets, but are not necessarily acquiring the necessary skills to perform at grade level, which may be attributed to a lack of rigor and continuity in our course curricula. In our efforts to create richer curricula and move our program of study beyond disconnected pieces of |

	knowledge to a more interdisciplinary linked curricular teachers will need support with determining scope and sequence, enhancing the cognitive challenge of instructional tasks, and experimenting with a variety of research-based instructional strategies to advance student learning. Other efforts that will be absolutely necessary to advance our curricula work include: Looking at student work and other data sources to assess students' progress, identify their needs and inform next steps with instruction; Creating targeted professional development plans that are driven by data, aligned to the instructional focus of the Department, and include on-going assessments of teacher practice and student learning; Involving all members of the course team in the curriculum alignment and evaluation process; and Identifying professional development to assist teachers with delivering high quality instruction, engaging students in challenging tasks, and differentiating to improve student and teacher persistence.
Area of Critical Need 4	Identify appropriate instructional strategies and resources that accommodate and advance the academic needs of students
Root Cause 4	We've spent the last few years honing our understanding and implementation of the Gradual Release of Responsibility Instructional Strategy with an emphasis on creating instructional groups to delve into the practice of cooperative learning. Using the GRR technique has helped students develop skills to work in groups, as well as introduce students to the concepts of group and individual accountability; However, most of our classroom instruction is hinged on learning that does not promote differentiation or independent practice, resulting in inequitable access of content for various students and students being co-dependent throughout the lesson. As can be seen evident in growth on the STAR Assessment, 41% of students in Reading and 44% of students in Math are making groth targets, but are not necessarily acquiring skills to perform at grade level, which may be

| | attributed to a lack of rigor and continuity in our course curricula.

In addition to the implementation of GRR, we've also been focusing on the use of the Close Reading Strategy for the purpose of helping students uncover text meaning that leads to deeper discussion and comprehension in reading. Through this strategy teachers have been helping students with vocabulary development, comprehension of literal meaning, inference, making claims and using evidence from the text to support conclusions. Teachers have been successful in getting students to read on a regular basis, setting a purpose for reading, and making annotation part of the daily reading process; However, teachers continue to struggle with: the identifying complex texts or sections of texts for students to think critically about; teaching students how to independently find evidence in a text to support a claim; and using high-level, open-ended questions to engage students in high-quality discussions.

Along with the use of GRR and Close Reading, we've placed heavy emphasis on instructional grouping as a basic framework for differentiation but have fallen short with consistently using assessment data to make instructional and intervention adjustments, as well as identifying a variety of instructional resources that are appropriate for all learners. |
|---|---|

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: Average Growth Percentile on STAR - Reading	Overall		42.00	47.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
The credit attainment and pass rates for the 2018-19 school year are about 89%; However, students are scoring in the 37th percentile on STAR - Reading.				
SQRP: Average Growth Percentile on STAR - Math	Overall		45.00	50.00
The credit attainment and pass rates for the 2018-19 school year are about 89%; However, students are scoring in the 40th percentile on STAR - Math.				
SQRP: Percent Making Growth Targets on STAR - Reading	Overall		45.00	50.00
The credit attainment and pass rates for the 2018-19 school year are about 89%; However, only 41% of students are meeting growth targets on STAR - Reading.				
SQRP: Percent Making Growth Targets on STAR - Math	Overall		50.00	55.00
The credit attainment and pass rates for the 2018-19 school year are about 89%; However, only 44% of students are meeting growth targets on STAR - Math.				
(Blank)				

Required metrics (Option) (0% complete)

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

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Average Growth Percentile on STAR - Reading	37.00	42.00		47.00	47.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Average fall-to-spring, fall-to-winter, or winter-to-spring growth percentile of students on the STAR assessment. Reading and math are scored separately.					
Average Growth Percentile on STAR - Math Average fall-to-spring, fall-to-winter, or winter-to-spring growth percentile of students on the STAR assessment. Reading and math are scored separately	40.00	45.00		50.00	50.00
Percent Making Growth Targets on STAR - Reading Percentage of students with a growth percentile of 40 or higher on the STAR assessments. Reading and math are scored separately.	41.00	46.00		51.00	51.00
Percent Making Growth Targets on STAR - Math Percentage of students with a growth percentile of 40 or higher on the STAR assessments. Reading and math are scored separately.	44.00	50.00		55.00	55.00
1-Year Graduation Rate Percent of graduation-eligible students who graduate by the end of the school year.	96.00	100.00		100.00	100.00
Credit Attainment Rate Percent of students who earn the total credits possible during their time of enrollment.	89.00	95.00		100.00	100.00
Stabilization Rate Percent of students who remain enrolled at the end of the school year, completed the program, or successfully transitioned to another CPS school.	90.00	95.00		100.00	100.00

Strategies

Strategy 1

If we do...	Regularly analyze multiple forms of available data (including STAR Instructional Planning Reports, student classroom work samples, Midterm and Finals data, and use the analysis results to inform future instructional planning, specifically make adjustments to the curricular units and assessments...
Then we see...	Improvement in the balance and quality of CCSS/NGSS aligned teacher-created units and assessments; More focused planning opportunities for teacher teams to meet and discuss the results of assessments and next steps in the instructional sequence; and More instructional rigor and a stronger emphasis on competency based learning
which leads to...	Improved REACH Domain 1 (Planning & Preparation) scores (85% or more teachers scoring Proficient or better); Stronger collaboration among course team members; Multiple opportunities presented to students to meet the academic competencies of a course; Increase in the percentage of students making growth targets in STAR Reading (from 40% to 50%) and STAR Math (from 44% to 50%); Increase in SAT composite scores (10% increase from 749 to 823 or higher).
Budget Description	Professional development
Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	(Not started) Provide comprehensive professional development on the instructional cycle and problem solving process Tags:Instruction, CBE: Performance Based-Assessment, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Progression Based on Mastery, Science: Formative Assessment, Math: Formative Assessment (Not started) Build quarterly planning schedules and synchronize monthly meeting calendars that coordinate district, network, and school related items Tags:MTSS: Shared Leadership (Not started) Delegate non-instructional responsibilities so that administrators will be available to work with teacher teams at least twice per month Tags:MTSS: Shared Leadership (Not started) Establish bi-monthly coaching meetings, whereas one meeting would be focused on instructional planning and the other meeting would be focused on data analysis with teacher teams Tags:Curriculum, Instruction, MTSS (Not started) Semester I Unit plan and assessment reviews

	Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Develop planning tools or assessment blueprints that outlines competencies and performance indicators for a unit of study Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning

Strategy 2

If we do...	Develop a school-wide comprehensive system of academic and social/emotional supports via structured flexible learning environments that provide students with a variation of personalized learning opportunities and encourage teacher development with the use of research-based instructional strategies and differentiated resources...
Then we see...	Improvement in the implementation of the Gradual Release of Responsibility Instructional Strategy; Better management of instructional groups within the classroom; Effective differentiated instruction; and Improved teacher practice ratings on REACH Observations - Components 1d (Designing Coherent Instruction), 3c (Engaging Students in Learning), and 3d - (Demonstrating Flexibility and Responsiveness)...
which leads to...	Well managed learning environments, improved student engagement, and teacher persistence; Growth in Student Stability (from 90% to 95% or better); Average Daily Attendance (from 75% to 85% or better); Credit Attainment (from 89% to 95% or better); and Percentage of Students Making Growth Targets on STAR (from 41% in Reading to 50% and from 44% in Math to 50%).
Budget Description	Professional Development
Tags	MTSS: Curriculum & Instruction
Action steps	• (Not started) Work with Behavioral Health Team and Learning Behavior Specialists to identify most common academic/social/emotional behaviors exhibited by diverse learners and struggling students Tags:MTSS: Problem Solving Process • (Not started) Establish a universal process for identifying students who are in need of academic/social emotional interventions and supports Tags:MTSS: Fidelity of Implementation • (Not started) Organize classroom structures that are conducive for the implementation of supplementary personalized learning within a 75-minute period Tags:Supportive and Equitable Approaches to Discipline, CBE: SEL Integration, MTSS: Progress Monitoring

	- (Not started) Establish a system to administer interest inventories and pre-assessments to students within 10 days of enrollment Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership - (Not started) Create and support long-term personalized development plans for staff Tags:Talent, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams - (Not started) Establish a universal process for monitoring students who are receiving academic/social emotional interventions and supports Tags:MTSS: Progress Monitoring

Strategy 3

If we do...	Develop appropriately paced CCSS aligned curricula units using grade-level texts and cognitively challenging tasks with a focus on competency based learning
Then we see...	Effective differentiation; Increase in academic rigor; higher levels of student engagement; and enhanced student and teacher persistence...
which leads to...	Increase in the percentage of students making growth targets in STAR Reading (from 41% to 50%) and STAR Math (from 44.% to 50%); Improved teacher practice scores on REACH Components 1a (Demonstrating Knowledge of Content and Pedagogy), 1d (Designing Coherent Instruction), and 3c (Engaging Students in Learning) on both formal and informal REACH Observations (at least 85% of teachers scoring Proficient or better in each component); Improved ratings in the category "Ambitious Instruction" on the My Voice My School Survey (rating increase from Neutral to Strong).
Budget Description	Professional Development
Tags	Curriculum, Instruction
Action steps	- (Not started) Review and revise curriculum units and assessments for alignment and rigor Tags:Curriculum, Instruction - (Not started) Develop a variety of assessment strategies that are innovative and appropriate for every student Tags:Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems

	(Not started) Allocate and schedule time for meaningful staff collaboration during the workday Tags:Leadership for Continuous Improvement (Not started) Explore a variety of instructional methods and materials to accommodate the diverse needs of students Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Determine competencies and performance indicators for each unit of study Tags:Assessment: Balanced Assessment and Grading (Not started) Develop planning tools or assessment blueprints that outlines competencies and performance indicators for a unit of study Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Assess and Adjust Teaching Methods Tags:Assessment: Monitoring Student Learning to Support Growth

Action Plan

Strategy 1

Provide comprehensive professional development on the instructional cycle and problem solving process

Jul 01, 2020 to Jul 31, 2020 - Department Teams Administrators

Build quarterly planning schedules and synchronize monthly meeting calendars that coordinate district, network, and school related items

Jul 01, 2020 to Jul 31, 2020 - Administrators

Delegate non-instructional responsibilities so that administrators will be available to work with teacher teams at least twice per month

Jul 01, 2020 to Jul 31, 2020 - Administrators

Establish bi-monthly coaching meetings, whereas one meeting would be focused on instructional planning and the other meeting would be focused on data analysis with teacher teams

Aug 03, 2020 to Oct 31, 2020 - Administrators

Semester I Unit plan and assessment reviews

Jul 01, 2020 to Aug 14, 2020 - Administrators

Develop planning tools or assessment blueprints that outlines competencies and performance indicators for a unit of study

Aug 03, 2020 to Oct 30, 2020 - Teachers/Administrators

Strategy 2

Work with Behavioral Health Team and Learning Behavior Specialists to identify most common academic/social/emotional behaviors exhibited by diverse learners and struggling students

Jul 01, 2020 to Jul 31, 2020 - BHT; LBS; Admin

Establish a universal process for identifying students who are in need of academic/social emotional interventions and supports

Jul 01, 2020 to Jul 31, 2020 - BHT; LBS; Admin

Organize classroom structures that are conducive for the implementation of supplementary personalized learning within a 75-minute period

Jul 01, 2020 to Jul 31, 2020 - Admin & Teacher Teams

Establish a system to administer interest inventories and pre-assessments to students within 10 days of enrollment

Jul 01, 2020 to Jul 31, 2020 - BHT; Teachers; Admin

Create and support long-term personalized development plans for staff

Jul 01, 2020 to Jul 31, 2020 - Admin

Establish a universal process for monitoring students who are receiving academic/social emotional interventions and supports

-

Strategy 3

Review and revise curriculum units and assessments for alignment and rigor

Jul 01, 2020 to Jan 29, 2021 - Course Teams Admin

Develop a variety of assessment strategies that are innovative and appropriate for every student

Jul 01, 2020 to Oct 30, 2020 -

Allocate and schedule time for meaningful staff collaboration during the workday

Jul 01, 2020 to Jul 31, 2020 - Admin

Explore a variety of instructional methods and materials to accommodate the diverse needs of students

- Teachers/Administrators

Determine competencies and performance indicators for each unit of study

- Teachers

Develop planning tools or assessment blueprints that outlines competencies and performance indicators for a unit of study

- Teachers/Administrators

Assess and Adjust Teaching Methods

Sep 08, 2020 to Jan 29, 2021 - Teachers/Administrators

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.**
>
> School Effectiveness Framework Self Assessment conducted annually.

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

Implementation of Competency based education and personalized learning models throughout the school.

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.

Flexible scheduling to accommodate a transient population including: which includes competency based learning, dual credit, online credit recovery options.

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).

Male Based Mentoring Program
School-wide Seminar course offerings (focus on college, careers, civic engagement, employment preparation, and obtaining vital documents)
Counseling Services
Behavior Health Team
Transition planning

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

In addition to immediately posting vacant positions and engaging in career fairs to recruit highly qualified teachers, we have also evaluate candidates? fit and expected performance on central job responsibilities; foster positive workplace cultures; offer comprehensive support for new teachers; create opportunities for professional growth to ensure that candidates thrive and mature within the organization; and seek candidates with diverse backgrounds and experiences.

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.

High-school summits, District led PD, Allocation of resources for additional staff and personalized development.

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

Parents/students will be provided opportunities to participate in school culture and climate surveys during the MVMS survey window. Data collected will be used to
drive school improvement efforts that are within the direct control of the school. Parents will be provided opportunities to participate in the Transition Fairs that are hosted by the school twice per year. Representatives from community agencies (including City Colleges, Social Services and Hospitals) will be on hand to provide parents with literature and resources that's beneficial to students' academic achievement. Additionally, information will be available on the school's website, via the school's Community Resource section.
Parent-Teacher Conferences will be held in accordance with CPS policy (November, 2020 and April, 2021).

Current student progress data will be shared at said conferences. Additionally, updated credit data will be available for students/parents at least every 10 weeks, or as often as requested.

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.

Assessment calendars of all State and Federal assessment mandates for subsequent school years are made available to teachers by June 30th. Each Spring teachers and principals work collaboratively to develop a recommended plan for additional assessments based on the Continuous Improvement Work Plan Via an annual assessment plan vote, teachers and principals vote on the adoption of the plan which is adopted by majority vote.

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.

Formative assessments, Unit Exams, Personalized Learning, Competency Based Education models that focus on content mastery

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.

School-wide Seminar course offerings (focus on college, careers, civic engagement, employment preparation, and obtaining vital documents)

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.

To the highest extent possible, parents will be involved in the school improvement plan. Parent Involvement at York is currently limited to the two designated
district-wide Report Card Pick-up events. The Community Resource tab on the school's website will be constantly updated with new information and parents
will be provided opportunities to participate in school culture and climate surveys during the MVMS Survey Window.

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

We do not have a PAC at York High School.

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

Parents will be provided opportunities to participate in school culture and climate surveys during the MVMS survey window. Data collected will be used to
drive school improvement efforts that are within the direct control of the school.

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

Parent-Teacher Conferences will be held in accordance with CPS policy (November, 2020 and April, 2021). Current student progress data will be shared at
said conferences. Additionally, updated credit data will be available for students/parents at least every 10 weeks, or as often as requested.

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.

Through a strategic scheduling process, we ensure that teachers are qualified to teach the courses that they are scheduled for. In the event, that process is
breached and students are taught by a teacher who is deemed as "Not Highly Qualified"as defined by Title I

Regulations, parents will be notified via certified
letters.

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.

Via the Transition Process, students/parents will help to create and monitor goals on a regular basis. Students/ Parents will also help to identify appropriate
steps that are necessary for meeting such goals, and assist in making the necessary adjustments when goals are not being met.

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.

Parent will be provided opportunities to participate in the Transition Fairs that are hosted by the school twice per year.
Representatives from community agencies (including City Colleges, Social Services and Hospitals) will be on hand to provide parents with literature and
resources that's beneficial to students' academic achievement. Additionally, information will be available on the school's website, via the school's Community
Resource section.

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.

All staff (including the Administrators) are required to communicate with and avail themselves to parents during the school day.
Staff are strongly urged to participate in Parent-Teacher Conferences and Transition Fairs. Staff are required to participate FIE/IEP meetings and all other
events where parent participation is possible.

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.

The Community Resource section on the school's website will be constantly updated with new information. All data stored on the school's website will have
language translation capacity.

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.)

At York Alternative High School, we believe that all students (including diverse learners) deserve a high quality, standards and evidence-based
educational experience.
In addition to being exposed to a Common Core aligned curricula with differentiated instructional goals, students' participation in the educational program at
York will encompass social emotional learning, remediation and enrichment activities, service learning projects, and leadership development opportunities.
To enhance students' success with reintegration into the community, positive conflict-resolution, technology competence and transition planning will also be
integral components of students' school experience at York.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-Teacher Conferences will be held in accordance with CPS policy (November, 2020 and April, 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.

Reports will be available to parents/students at least every 5 weeks or as often as requested.

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

To the highest extent possible, parents/students will be provided access to staff (in-person, via teleconference, email and or the school's website).

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.

Parent volunteer opportunities and participation are limited due to the Department of Corrections security restrictions; However, to the highest extent
possible, parents will be provided opportunities to participate in school activities.

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

Via the Transition Process, students/parents will help to create and monitor goals on a regular basis. Parents/students will help to identify appropriate steps
that are necessary for meeting such goals.

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

To the highest extent possible, parents will be provided opportunities to participate in decisions relating to the education of their children. Currently parents
can participate via teleconference or virtual participation in FIE/IEP meetings. Parents can also consult with staff during parent-teacher conferences.

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).

Via the transition planning process, students will create and monitor their academic goals on a regular basis. Students will help to identify appropriate steps that are necessary for
meeting their goals. Students will also participate in goal setting and monitoring workshops throughout the school year.

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 involvement is limited to (2) parent-teacher conferences and (2) Transition Fairs per school year (Nov. 2020 and April 2021).

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.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$200.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$903.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
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.	$1000.00
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