Emil G Hirsch Metropolitan High School 2020-2022 plan summary

Team

Name	Role	Email	Access
David Narain	Principal	dnarain@cps.edu	Has access
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Curtis Diggs	School Culture Coordinator	cdiggs1@cps.edu	Has access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - 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
    - 2 Curriculum connects to real world, authentic application of learning
    - 2 Curriculum is aligned to expectations of the standards
    - 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
    - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
    - **Evidence**:
- 2 - Instruction
    - 1 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- o 1 Engage students in learning and foster student ownership
- o 2 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 2 Provide students frequent, informative feedback
- o 1 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**:
- 1 - Balanced Assessment and Grading
  - o 1 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 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 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 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 Utilize assessments that measure the development of academic language for English learners
  - o 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 1 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**:
- 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 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 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)
- 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)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 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)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 1 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 1 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- o 1 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 1 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 2 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**:
- 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 2 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**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 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 2 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 1 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 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**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 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 3 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**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**

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

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	Literacy attainment among all students
Root Cause 1	Students not being met with appropriate support and interventions at their current reading levels
Area of Critical Need 2	Attendance rates for all students
Root Cause 2	Lack of consistency with regard to grading practices, leading to a student belief that attendance is not critical to passing classes.
Area of Critical Need 3	Mobility rate for all students

Root Cause 3	Lack of intentional design between curriculum, assessment, and grading, leading to a lack of engaged 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
Vision: Attendance Rate Attendance is the most critical area of improvement for Hirsch. If students are not here, they cannot learn.	Overall		78.00	80.00
SQRP: 1 Year Dropout Rate With such a low enrollment, a dropout rate of 8% is especially high. This rate is tied to the astronomically high mobility rate.	Overall		5.00	3.00
	Students with IEPs		5.50	3.50
Vision: Freshman On-Track FOT is a predictor of graduation rate and post-secondary success. We must improve this metric in order for there to be a domino effect on most of the other metrics. This metric was significantly lower for African American Females.	African American Female		75.00	90.00
Vision: 4 Year Graduation Rate This is the ultimate measure of whether or not we are being successful in our work.	Overall		75.00	80.00
(Blank)				

Required metrics (Highschool) (0% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (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...	Implement a cycle of inquiry around improving literacy levels using the American Reading Company's Independent Reading Level Assessment (IRLA)
Then we see...	improved reading levels for every student, moving them up 2-3 levels per year and arriving at a high school reading level over the course of four years.
which leads to...	improvements in content attainment in all subject areas, student growth in PSAT EBRW scores, and FOT Rates.
Budget Description	We have already used the Illinois EMPOWER planning funds to invest in American Reading Company materials and professional development. Additional supports will be necessary from the CPS Literacy Department to work with individual teachers on implementing best practices for literacy instruction in the classroom.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps
Action steps	(On-Track) Collaborate with vendor to ensure ordering and delivery of materials Tags:Instruction (Not started) Collaborate with vendor to schedule professional development for teachers Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Vendor conducts virtual professional development with key literacy instructors.

	Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning
	• (Not started) Work with scheduler to design master schedule built to support a system where students can receive small group instruction based on their literacy level, and that allows for fluidity of schedule changes as literacy levels improve.
	Tags:MTSS: Curriculum & Instruction
	• (Completed) Allocate funds for Literacy instructor extended day for summer work in curriculum redesign.
	Tags:Budget & Grants
	• (Not started) Teachers engage in curriculum redesign based on professional development, creating units that allow time for both independent reading and small group work tailored to student reading levels as identified by the IRLA.
	Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps

Strategy 2

If we do...	Implement a uniform system for grading policy across all subject areas, including categories, weights, a no-zero policy, and a system for including make-up work and assessment re-takes, along with a consistent cycle of inquiry built around five week assessments in each core subject.
Then we see...	Improvements in student academic culture and learning outcomes.
which leads to...	Improvements in FOT rates, student growth on PSAT metrics, literacy levels as measured by the IRLA, and graduation rates.
Budget Description	Professional development for teachers on best practices in grading and assessment design. Possible use of a vendor such as Mastery Manager to and/or Academic Approach to provide assessment building resources for teachers as well as management of data.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth
Action steps	• (Not started) Meet with ILT to develop guidelines for grading system and a timeline for presenting a plan to teachers to build consensus Tags:

- (Not started) Share professional readings with staff around best practices in grading policies

  Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems

- (Completed) Allocate funds in budget for HERO system (MTSS monitoring using an online system of rewards and demerits)

  Tags:Budget & Grants

- (Not started) Conduct professional development with all staff on how to use HERO

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems, MTSS: Progress Monitoring, ODLSS: Behavior Support, OSEL: Supportive School Environment

- (Not started) Establish a consistent system for teachers to implement HERO for rewards and consequences, as a replacement for grade punishments

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Work with ILT to establish a schoolwide standard weighting system for all gradebooks

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Completed) Allocate budget funds for teacher extended day for summer assessment design

  Tags:Budget & Grants

- (Not started) Teachers create 5 week assessments using standards for their course and Checkpoint

  Tags:Assessment: Checkpoint Student Assessment System

- (Not started) Work with teachers to approve Assessment Plan that includes 5 week assessments in each content area

  Tags:Assessment: Assessment Plan Voting Procedures

- (Not started) Create a cycle of inquiry around 5 week assessment data, using the ILT to lead study of professional practice, implementing a powerful practice, and improving performance on assessments

  Tags:MTSS: Curriculum & Instruction

Strategy 3

If we do...	Implement a system for continual intake of students into a well-formulated plan to acclimate students to our school culture and climate, including a rolling orientation, survey to determine student needs, SEL supports based those needs, assignment to a support group (if necessary), and connection to school clubs and teams based on student interests.
Then we see...	Improvements in school culture and climate
which leads to...	Lowered suspension rates, reductions in the number of fights, reductions in the number of high level misconducts, higher attendance rates, higher levels of participation in extracurricular activities, and a lower mobility rate.
Budget Description	Additional position (School Community Representative) dedicated to the function of tracking enrollments, connection to supports, and attendance.
Tags	Equity: Resource Equity, FACE2: Community Partnerships, FACE2: Parent Engagement, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Attendance & Truancy, OSSE: Juvenile Justice, OSSE: Out of School Time, OSSE: Students in Temporary Living Situations
Action steps	• (On-Track) Meet with Culture & Climate team to begin developing a plan for student intake in 2020-21 Tags: • (Not started) Engage with vendor to determine a cost for HERO program for SY21, and allocate appropriate funds in the budget for the purchase. Tags: • (Not started) Train security staff on the use of the HERO system for hallway monitoring and control. Tags: • (Not started) Train teachers on the use of the HERO system for MTSS Culture & Climate. Tags: • (Not started) Develop a system of incentives to be used with the HERO system Tags: • (Not started) Develop a system of tiered interventions to be used with the HERO system that would lead to disciplinary action such as detention or ISS Tags:

	• (Not started) Develop intake survey to determine student interests and needs Tags:

Action Plan

Strategy 1

On-Track May 04, 2020

Collaborate with vendor to ensure ordering and delivery of materials

Apr 20, 2020 to May 01, 2020 - Principal

Collaborate with vendor to schedule professional development for teachers

Apr 20, 2020 to May 01, 2020 - Principal

Vendor conducts virtual professional development with key literacy instructors.

May 18, 2020 to Jun 18, 2020 - Principal

Work with scheduler to design master schedule built to support a system where students can receive small group instruction based on their literacy level, and that allows for fluidity of schedule changes as literacy levels improve.

Jun 01, 2020 to Jul 31, 2020 - Principal, Scheduler

Completed May 12, 2020

Allocate funds for Literacy instructor extended day for summer work in curriculum redesign.

May 04, 2020 to May 15, 2020 - Principal

Teachers engage in curriculum redesign based on professional development, creating units that allow time for both independent reading and small group work tailored to student reading levels as identified by the IRLA.

Jun 19, 2020 to Aug 14, 2020 - Principal, Literacy teachers

Strategy 2

Meet with ILT to develop guidelines for grading system and a timeline for presenting a plan to teachers to build consensus

May 04, 2020 to May 15, 2020 - Principal, ILT

Share professional readings with staff around best practices in grading policies

May 18, 2020 to Jun 05, 2020 - Principal, ILT

Completed May 12, 2020

Allocate funds in budget for HERO system (MTSS monitoring using an online system of rewards and demerits)

May 04, 2020 to May 15, 2020 - Principal

Conduct professional development with all staff on how to use HERO

Aug 24, 2020 to Aug 28, 2020 - Principal, Dean

Establish a consistent system for teachers to implement HERO for rewards and consequences, as a replacement for grade punishments

Jul 01, 2020 to Aug 28, 2020 - ILT

Work with ILT to establish a schoolwide standard weighting system for all gradebooks

Jul 01, 2020 to Aug 28, 2020 - Principal, ILT

Completed May 12, 2020

Allocate budget funds for teacher extended day for summer assessment design

May 04, 2020 to May 15, 2020 - Principal

Teachers create 5 week assessments using standards for their course and Checkpoint

Jul 01, 2020 to Aug 27, 2020 - Teachers

Work with teachers to approve Assessment Plan that includes 5 week assessments in each content area

May 11, 2020 to May 29, 2020 - Principal, ILT

Create a cycle of inquiry around 5 week assessment data, using the ILT to lead study of professional practice, implementing a powerful practice, and improving performance on assessments

Aug 28, 2020 to Oct 01, 2020 - ILT

Strategy 3

On-Track May 12, 2020

Meet with Culture & Climate team to begin developing a plan for student intake in 2020-21

Mar 30, 2020 to Apr 03, 2020 - Principal Narain, Dean Diggs

Engage with vendor to determine a cost for HERO program for SY21, and allocate appropriate funds in the budget for the purchase.

May 04, 2020 to May 08, 2020 - Principal Narain, Dean Diggs

Train security staff on the use of the HERO system for hallway monitoring and control.

Aug 31, 2020 to Sep 04, 2020 - Dean Diggs

Train teachers on the use of the HERO system for MTSS Culture & Climate.

Aug 31, 2020 to Sep 04, 2020 - Dean Diggs

Develop a system of incentives to be used with the HERO system

Jul 01, 2020 to Aug 28, 2020 - Dean Diggs

Develop a system of tiered interventions to be used with the HERO system that would lead to disciplinary action such as detention or ISS

Jul 01, 2020 to Aug 28, 2020 - Dean Diggs

Develop intake survey to determine student interests and needs

Apr 01, 2020 to Jul 31, 2020 - Climate & Culture Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Hirsch will implement teacher-created 5 week assessments in each core content area to assess students and drive curriculum and instruction. In addition, we will implement quarterly interim assessments to specifically measure students' progress towards achieving college readiness in Mathematics and Evidence Based Reading and Writing.

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

Hirsch will focus on reforming efforts with regard to improving literacy levels for all our students. A system will be put in place to assess the literacy level of each incoming student, assign them to an English class based on their level, where appropriate interventions and support will be put in place by the classroom teachers. Students will be re-assessed quarterly to ensure that they are improving on the literacy scale. Incentives will be earned by students for improving their literacy levels.

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 will implement changes to their curriculum and instruction based on assessment data. In addition, they will receive professional development around trauma-informed instruction and literacy instruction for struggling readers.

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).

All students at Hirsch are at-risk and underachieving, so all programs are built to address them. In particular, there is a focus on improving literacy instruction. Teachers will be provided professional development, where they will gain insight on innovative teaching methods for at-risk students. They will also be supported around developing the whole child through trauma-informed instruction.

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

Positions are posted on the CPS recruiting site according to District policy. Once applicants send in their resumes, they are screened by the hiring team and ranked according to job qualifications. From there, a round of interviews is scheduled with the top candidates, using a panel that includes the Principal and at least one teacher from the department that is hiring. A rubric is used to score candidate responses to a prescribed set of questions. Finalists are invited to perform a sample lesson in front of an actual group of Hirsch students. Finally, before offering the position to a candidate, a reference check is performed.

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 is offered weekly by the school administration and/or Instructional Leadership Team during common planning time. In addition, outside presenters are brought in as needed. In addition, School Improvement Days are held quarterly, where professional development is offered at the school, and teachers may also sign up for District professional development offerings.

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

Hirsch will establish a Parent Advisory Council, which will meet monthly and oversee and implement the use of Title I parent involvement funds. Hirsch will also establish a Local School Council which will include 6 parent members. This will be the governing body of the school and will meet monthly. Finally, parents are encouraged to volunteer at the school and to participate in events such as school assemblies and Senior Decision Day.

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.

Hirsch follows the District policy on including teachers through the Assessment Plan development and approval process.

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.

Classroom assessments and five-week assessments in core content areas are used to identify student deficits and adjust instruction accordingly. Additional supports and interventions, such as tutoring, may be recommended.

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 Principal will oversee and coordinate the appropriation and allocation of all services and programs as needed.

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.

The Principal will conduct the Annual Title I meeting and PAC Organizational Meeting, during which a Parent Advisory Council will be established. At this meeting, and future meetings of the Council, the Principal will work with the parents to review, develop and improve the parental and family engagement plan and policy.

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

The school will establish a Parent Advisory Council, with the Title I Annual Meeting and the PAC Organizational Meeting projected to be held on September 23rd, 2020 at 4:30PM. A notice will be sent home with students a week in advance of the meeting. In addition, the information will be placed on the school website, emailed to parents, announced using an automatic phone call, and posted on the front door of the school. The PAC will meet monthly on a day and time established by the parents at the organizational meeting.

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.

Teacher contact information will be sent home to parents as part of the class syllabi. Teachers will make themselves available to parents for conference during their prep periods and after school (by appointment). In addition, the school will host two Parent/Teacher Conference Days, the first in November and the second in April. Suggestions made at the PAC meetings will be taken with the utmost seriousness, and implemented whenever possibly under CPS policy.

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.

These reports will be sent home with the students when they are received by the school. In addition, copies of the reports will be made available to parents during Parent/Teacher Conference days. Finally, any parent can have a copy of the reports printed for them upon request in the school main office.

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.

As soon as the situation is identified, a formal letter will be sent home with the students in each affected class. In addition, automated phone calls will be placed to the homes of affected students, alerting them to be on the lookout for the letter.

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.

A open parent meeting will be conducted in October, during which this information will be presented. In addition, the information will be included in written format and given to each parent who could not attend the meeting, or who enrolls in the school after October.

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.

Information regarding these services and resources will be made available in the main office of the school for any parent. In addition, the school will partner with the Community Schools Initiative (21st Century Grant) to provide parent programming at least once per month throughout the school year. These programs will be publicized using flyers, mailings, phone calls, and the school website.

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.

This information will be incorporated into quarterly faculty meetings on School Improvement Days. When necessary and/or appropriate, support will be solicited from the CPS Department of Family and Community Engagement.

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 (we are a high school)

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.

Information will be provided in English, as we do not have any students for whom English is not the home language. Should a student enroll for whom it is necessary, we will provide the materials in Spanish.

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.)

Hirsch has a mission to instill through its curriculum confidence, pride, and a sense of community in our students by creating an atmosphere that fosters security, high academic and professional expectations, discipline, healthy competition, self-respect, self-governance, and social consciousness using critical partnerships with community organizations, businesses, and residents.

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.

An open-door, "no appointment necessary" Parent/Teacher Conference Day will be held on November 19, 2020 and April 22, 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.

In the 5th week of each quarter, a progress report will be generated and sent home with each child. At the end of the 1st and 3rd quarters, a report card will be generated and made available to parents during Parent/Teacher Conference Day. At the end of the 2nd and 4th quarters, a report card will be generated

and sent home with each child. Teachers are required to update their grades in the grade portal weekly, and online access to grades is available to every parent 24 hours a day, 7 days a week.

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

Parents may make appointments to meet with staff during each teacher's prep period, or after school. Prep period times are spelled out in each teacher's class syllabus.

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

Parents may observe classrooms with teacher permission and by appointment. Parents may volunteer in the main office or as a chaperon on a field trip or school activity. Parents may visit cpsvolunteers.org to apply as a volunteer.

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

Parents should present their ID in the main office to obtain access to the Parent Portal, where they may access student grades and attendance. Parents should monitor this information on a weekly basis. Parents should check for homework completion on a nightly basis and compare the information received from the student with the grades that are seen on Parent Portal. Parents should ensure that their child arrives to school no later than 8:45AM.

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

The Principal has an open door policy and will consult with any parent upon request. In addition, parents are encouraged to attend monthly Local School Council and Parent Advisory Council meetings.

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).

Students should arrive by 8:45AM ready to learn. Students should move between classes swiftly, and engage in each class's assigned activities. Students should monitor their own grades weekly, and demand feedback from their teachers on submitted work and overall performance. Students should aim for 100% attendance.

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.

The goal is to actually establish a working PAC, survey the parents to determine their interests and needs, and appropriate the funds accordingly.

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.	$543.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$175.00
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.	$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