

# Hyde Park Academy High School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
02/25/2020	ILT and Administration	Preparation of 2020-2022 CIWP

## 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
  - 3 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:** Hyde Park has a few very focused goals upon which the entire school community is focused (CBLG, rigorous tasks). Although these are tied to our vision, not every staff member can easily articulate how these are related. The administration (as shown in the work of the ILT and grade-level teams) has moved significantly towards a more shared leadership style. Staff knows the overall goals of the school and is supportive of the entire school community. Several staff members have been given new leadership roles and coaching to support their new roles. Hyde Park is in its second PLC cycle of the year, and each cycle has ample time for "safe practice". These PLC cycles have also had a significant PD component as well. Most staff members are actively engaged and ask questions or address problems. A consistent method to address problems or concerns from staff could be developed (although the administration is very open to hearing and addressing staff concerns). Grade level teams provide staff members opportunity to work collaboratively to address problems, make decisions, and help drive the vision of the school.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 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
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 1 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
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** --The admin and ILT engage in PLC walk throughs, instructional walk throughs, we have developed non-REACH related instructional and environmental walk through rubrics, we are developing Performance Indicator trackers, participating in PLC lunch and learns, we have unit plan templates and rubrics, but need to be more consistent in providing feedback to teachers. --We have consistent meeting times and formats for the different teams at the school. We have systems and culture to provide and accept feedback with varying levels of success throughout the departments. We have a tool to help students at different tiers of MTSS, but do not consistently implement it. --We need to create plans that are relevant to cultural and linguistic needs, and we rarely work to standardize grading for student work. We are beginning to survey they staff?s needs in regards to professional development. Teachers seek PD on their own frequently. --We need a more well-planned collaborative approach for hiring and retention of teachers.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 3 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:** Culturally relevant curriculum is implementing culturally relevant material in math, science, and social science in unit maps through essential questions. "Big ideas" are in development through Performance Indicators based on SAT frequently tested skills and through Course Team level developed skills and understandings. Making connections to the "real world", CTE courses focus on working with outside partners to develop career focused skills. Aligning to expectations, course team and department meeting times to develop Performance Indicators and vertically align each skills to improve SAT scores. Integrating ISBE SEL skills are done through Freshman Connection and Bridge programs. Accessing diverse and contemporary texts is done in the science classes through the use of primary, complex texts in the NGSS standards. In the social science classes, the use of Common Lit's library to access texts that are provided at differentiated lexile levels. In the ELA classes, "mirror & window" modern texts are used.
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 1 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 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)
  - **Evidence:** Current PLC initiative have been implement to allow capacity for professional development and sharing of best practices. Math and Science are following the district developed curriculum and humanities follows CCS, Academic Approach and SAT standards. Implementation of aligning and planning tasks routinely occur during bi-weekly grade level meetings to assure CBLG aligns with standard based learning objectives. In addition, CBLG provides for multiple occasion with immediate feedback through buffer days, the ALOT planner and, 5 week progress reports. CTT teachers and lead teachers collaborate on modifications for diverse learners. However, there is inconsistent use of established protocol to discuss student work and achievements, as well as, inconsistent planning for differentiation for effective approaches to support all learners in a subject area. In addition, there is a lack of established resources for

use with students whose native language is not English or with developing English proficiencies. There also exist a lack of evidence for creating a culture that reflects high expectations for all students and most of the listed subcategories are MTBA on the critical needs list with a note of lack of evidence of cultural relevant planning and opportunities for students to take ownership through creation of assessments and curriculum lessons.

- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 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
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 1 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** 1--BAG reports, Unit maps, prior assessment results, data analysis, course team meeting minutes, reflection at end of unit maps. Some teachers are showing evidence of making data based changes to their curriculum, but not all are showing it in their CBLG documents. (2) 2--CBLG requires that teachers have multiple attempts to assess students through formative assessments. Most teachers have unit maps that reflect this. (3) 3--GLT monitor through BAG reports and create intervention plans like lunchtime tutoring and Student Intervention Profile. ILT creates policies to bridge the gap through instructional planning (i.e. development of TIA/PIP for student reflection on progress). Students are not all monitored and much of the focus has been on students with low grades and high attendance.(3) 4--There is some accommodation and modification happening but it is very general in nature. Many unit maps have differentiation, but not specified to each assignment, assessment, or IEP (2). 5--Text complexity is continuously increasing in humanities across content areas and grade levels, Mathematics is using Illustrative math to cover the key shifts, and science is using the NGSS curriculum. (3) 6--We have a few English learners in the school, but not enough to have a support staff available for them. There is no evidence of assessments being used to determine their language development as ELL students. (1) 7--Everyone has access to the data at multiple levels and some teachers are effectively using the data to make instructional decisions as based on evidence from course team agendas and unit map reflections. (2) 8--We are using more assessment tuning protocols and have started standardizing grading

in some course teams/dept meetings. This is not happening consistently yet. (2) 9-  
 -We are currently fleshing out a competency based grading system that is difficult  
 to translate in the ASPEN gradebook. We are developing tracking tools to help  
 students better understand their progress in their skill mastery. (2)

- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 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)
  - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 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)
  - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 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)
  - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Our Tier 1 universal supports include allowing students to be assessed on skills several times, providing instruction for students when they miss class, providing incentives for students with excellent attendance, providing different approaches to classroom instruction to meet the needs of all students, giving students timely feedback, checking for understanding in the classroom, and giving more frequent (but shorter) assessments to students. During bi-weekly meetings, MTSS teams review a student behavior, attendance, and grade data based. Based on specific criteria, students are then directed into specific tiered interventions. For example, students who fall below certain attendance benchmarks (below 80%) are referred to the attendance coordinator who contacts their home. Students between 85-93% attendance are referred to teachers for home contact, students with attendance below 85% are called by their attendance coordinator. Students who have grades below a C are given lunch time tutoring to improve their grade or small group instruction based on their needs. Students with behavior issues are referred to our Behavior Health teams. Student intervention profiles are updated with the support provided for the student along with updates of the support. Mentors are provided to students in order to determine the best intervention to assist a student to succeed. The mentor is used to get to the root of the problem in order to find out why a student's attendance or grades have decreased or if a student is currently experiencing behavioral issues. This supports the team to provide appropriate interventions such as support from the behavioral health team, tutoring, etc. Intervention outcomes are shared with the team in order to determine if a student should continue the same interventions should continue, discontinue, or progress. Student intervention profiles are reviewed at bi-weekly MTSS (grade level) meetings. The IB learner profile is embedded into the core curriculum supporting SEL as well as encouraging students to self-advocate. Curriculum is adjusted and

differentiated in order to meet the learning needs of all students based on data previously collected through assessments. Hyde Park has a variety of outside partnerships that provide mentoring and support for our students (BAM, WOW, University of Chicago counselors). Parents are notified when students fall below attendance/grade benchmarks (as indicated above). In addition, Hyde Park schedules report card/conference dates in addition to the CPS scheduled conference dates. Hyde Park staff have received training in the impact of trauma on students, and has regular PD's scheduled which cover social/emotional issues that confront our students (provided by University of Chicago partners). MTSS teams complete surveys regularly to evaluate their work. Administration meets with MTSS teams to support their practices. In addition, administration provides research based best practices to support student interventions.

- 2 - Transitions, College & Career Access, & Persistence
  - 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Transitions: Hyde Park hosts an annual summer Freshmen Connections experience to introduce incoming 9th grade students to the Hyde Park campus, curriculum and 9th grade teachers. This is an immersive 2-week transition experience. Experiences support both academic and social emotional development needs. This transition support is accompanied by a summer orientation experience for both students and teachers. These events are the primary systems used to support incoming students to Hyde Park prior to the formal school year. There is also a standing 9th grade team that uses data and teacher observations to identify struggling students and provide targeted interventions as needed. Hyde Park does have a number of students that transfer in after the 9th grade year. While basic transition steps are taken (transcript review, introduction to school expectations, etc.), we do not have a formal process to fully introduce school culture, IB, and competency-based learning/grading prior to the students beginning classes. TRANSITIONS: Hyde Park hosts an annual summer Freshmen Connections experience to introduce incoming 9th grade students to the Hyde Park campus, curriculum and 9th grade teachers. This is an immersive 2-week transition experience. Experiences support both academic and social emotional development needs. This transition support is accompanied by a summer orientation experience for both students and teachers. These events are the primary systems used to support incoming students to Hyde Park prior to the formal school year. There is also a standing 9th grade team that uses data and teacher observations to identify struggling students and provide targeted interventions as needed. Hyde Park does have a number of students that transfer in after the 9th grade year. While basic transition steps are taken (transcript review, introduction to school expectations, etc.), we do not have a formal process to fully introduce school culture, IB, and competency-based learning/grading prior to the students beginning classes. We currently have a senior seminar course that functions similarly to our OneGoal program to



support students transition to college and postsecondary pathways. These supports are currently in place but we agree they are not deeply personalizing for each student that leads to a full preparation for post-secondary steps.

**AWARENESS:** We currently organize a larger number of college visits starting in the 9th grade and continue through students 12th grade year. We also begin career exposure opportunities in the 10th. With that said, we believe we need further develop the alignment of students match/fit profile to our college visits and also need to expand our career exposure experiences throughout each year of high school and across different industries. **READINESS:** Through our IB framework for teaching and learning, many 21st century skills and SEL skills are interwoven throughout our curriculum. Students passing the 8th grade algebra exam are programmed into 10th grade honors geometry during their 9th grade year. During the 2019-20 school year we have also opened our first sections of Transitional Math for 12th grade students planning to attend college but not ready for our college algebra course. We are working to improve our consistency in connecting students to dual enrollment opportunities while also increasing the number of students earning the Diploma Programme diploma. Hyde Park has worked to develop a culture of students "Knowing their Numbers", ie. Grades, SAT scores, and college match. This is supported by a developing use of Naviance starting in 9th grade. This is still in progress so that students are getting consistent and frequent opportunities to reflect on these numbers. **PROVIDE:** Hyde Park has developed a post-secondary success plan that involves exposure to college and career options starting in 9th grade and continues through 12th grade. This is a relatively new plan and involves all faculty in addition to the formal counseling and post-secondary leadership team. This is not fully embedded at this time. Majority of parent involvement begins in the 12th grade year but new plan initiates this involvement in the 9th grade. Senior seminar and OneGoal courses work to support students in making best match college choices and determining affordability. This is not yet having intended impact for all Hyde Park students as evidenced by our college persistence rates. We are seeking external grants to financially support additional supports to reach this goal for all students. Hyde Park currently houses three CTE programs and are on track this year to significantly improve credentials in one of these three courses.

## Quality and Character of School Life

- 2 - Relational Trust
  - 1 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)
  - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Homeroom materials reference positive relationship building, and conflict resolution. Grade level mentor/ mentoree assignments based on behavior, attendance, and grades. In school bulletin, the behavioral health team recommendation form is present for assigning students in need of services. Use of "Becoming a Man" and "Working on Womanhood" programs during school to promote student development. Local School Council for community building circles, Grade level leads, Department leads, Course leads, Instructional

Leadership Team as evidence for shared leadership structure. Admin open door policy to promote positive climate and working conditions for teaching.

- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 1 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Students have experience studying multiple issues in politics and voting. They are being challenged to discuss controversial social issues throughout interdisciplinary curriculum. Through the incorporation of Approaches to Learning and IB learner profile, skills in unit maps, students are working to explore their identities. In the past we had a stronger student council, but with the loss of the student advocate, this program is not as strong as before. Students do engage in some community service projects with a few teachers and in the Personal Project, Civics, and CAS.
- 3 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 1 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Ensure safety throughout the school through annual trauma-sensitive training, adult presents in hallways during transition periods. Male and female deans, and head of security all employ student-first deescalation techniques. Procedures for reporting about safety issues are implemented in weekly bulletins, and student logger. Efficient and orderly transition are supported by consistent adult presence in hallways, the use of a countdown announcement during transition periods . The use of the first/last 10 minute rule to limit students in common areas outside of the classroom. The use of cellphone lockers to manage arrival and dismissals from school building in addition to staff to greet students upon arrival.
- 3 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 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)
  - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- **Evidence:** The school has implemented restorative practices as evidenced by our reduction in out of school suspension rates. There are established administrations/positions to address discipline systems/issues within the school, however there is a lack of cohesive Tier 1 and Tier 2 intervention plans/strategies communication outside of the Logger system and current BAG reports are missing the behavior data. The Dean does attempt to discuss with students the reasons for misbehavior with varying results, particularly, those students who consistently and repeatedly are in our disciplinary room for unacceptable behaviors.
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 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).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 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)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 2 Partner equitably with parents speaking languages other than English
  - 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)
  - **Evidence:** Hyde Park has a veteran staff that understands and welcomes the involvement of student family members. We are working to develop a more developed "customer service" approach among our main office clerks and entrance security staff members. While we have occasional opportunities for families to engage in school events and student performances, this is not a consistent part of our school year not highly publicized when we do. During report card conferences and senior informational sessions for college preparation, we offer multiple formats for families to ask questions and get clarification on school practices and the progress of their students. We are not yet providing consistent communications (newsletter, phone calls) to provide similar information outside of these events. Early in 9th grade more of our families are connected to the school and have more connection with one another as they are transitioning from similar elementary settings. This dissolves over time as parents distance themselves from involvement with their students and the school until we regain this relationship during senior year. In coordination with our post-secondary goals, we would like to get and keep parent involvement through the college and career exposure opportunities we would like to provide students. By providing parents access to the same experience we hope to sustain their involvement while improving their ability to have discussions with their students about college and career. We have systems to identify students with significant issues with attendance and partner with Knock at Midnight to visit students' homes. Hyde Park has a very small (5 students) EL population and struggles to meet their needs as we do not have a part time nor full time EL instructor. We are working this school year to connect OLCE resources with these students. Hyde Park partner organizations have a significant impact on student success and we have established a large number of academic and social emotional support partnerships. We have not yet

formalized a system to quantitatively assess their impact at an individual student level.

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## 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	3
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Relational Trust	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: Curriculum	4
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

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## 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	Adequate annual cohort growth and 9th - 11th grade cohort SAT growth
Root Cause 1	Lack of vertical skills alignment in core subject area curriculum and assessment systems
Area of Critical Need 2	College enrollment for African American males and college persistence for all HP graduates
Root Cause 2	Late in high school exposure to college readiness steps and exploration of best fit college institutions and programs
Area of Critical Need 3	Equitable academic achievement of all students, specifically, students of carrying skill levels at upon entry to high school and those with specialized learning needs
Root Cause 3	Primary reliance on Tier 1 instructional practices with inconsistent differentiation of instructional materials, assessments, and student interest
Area of Critical Need 4	Increased family involvement and sustainment through upper grade levels
Root Cause 4	Overall difficult aspect of all high schools and locally not a consistent outreach beyond traditional events such as parent conferences and graduation

## 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
<p>SQRP: SAT Cohort Growth Percentile</p> <p>We have inconsistent year-over-year growth with student learning as evidenced by varying levels of growth from 9th to 10th and 10th to 11th grade SAT EBRW and Math scores. Given the financial need of our students and cost of college enrollment, we see stronger SAT scores as a means to gain entrance to a more selective institution which have a better historical record of successfully graduating our students, we also know stronger academic performance increases opportunities for scholarship attainment.</p>	African American		15.00	20.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>Vision: College Enrollment</p> <p>While we support all HP students in seeking their best fit postsecondary pathway, even if that is not seeking a college degree, we want to prioritize students attainment of college acceptance as a means of continued skills development that will provide them financial stability and satisfying employment following college graduation.</p>	African American		65.00	70.00
	African American Male		60.00	65.00
<p>Vision: Early College &amp; Career Credential</p> <p>Continuing a focus in creating a school-wide culture of seeking college admissions as a means of improving long term outcomes for our students and gaining gainful employment in a career of their choice, this metric was chosen as it will further focus our development of college and career experiences for students while they are still in a safe high school setting with multiple tiers of support for success. Successful completion of these credentials will decrease the financial burden of college enrollment and will provide further clarification of career choices for students transitioning directly into the workplace following high school graduation.</p>	African American		10.00	15.00
	African American Male		8.00	15.00
<p>SQRP: College Persistence Rate</p> <p>Again, In alignment with our goal of increasing college enrollment rates, we are historically seeing less than two-thirds of our students persist through attainment of a college degree. If our goal is to see a longer term improvement in our students lives and well being by achieving a college degree in a field/career of their choosing, we must provide the experiences in high school that provide students the academic and social and emotional skills to persist through the transition and challenges of college instruction and lifestyle.</p>	African American		60.00	65.00
	African American Male		60.00	65.00
(Blank)				

**Required metrics (Highschool) (67% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)				5.00	5.00

**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 systems and experiences that immerse students in a culture that is focused on exploring, identifying, and gaining access to their ideal postsecondary pathway starting immediately in 9th grade and expanding each year through 12th grade, including: college/career exploratory experiences; building connections between daily instruction and college/career pathways; building understanding of GPA/SAT as it relates to postsecondary pathways; and, broadening involvement of Hyde Park stakeholders and community partners in support of students postsecondary exploratory process throughout high school
Then we see...	improved orientation of student motivations during daily instruction to longer term postsecondary goals and willingness to be involved in high school programming that provides additional preparation for college persistence and career readiness
which leads to...	an increase in Hyde Park students successfully graduating high school, attaining college admissions and scholarships, persisting to college graduation, and students successfully implementing their concrete postsecondary plan for non-college pathways.
Budget Description	Teacher position: Postsecondary Coach Ext. Day - Buckets: planning time for Postsecondary Leadership Team; beyond the school day experience facilitation by Hyde Park staff Supplies: general supplies to support postsecondary culture building and celebrations Equipment: Hyde Park intends to transition to a 1:1 computer-based learning experience for 11th and 12th grade students in order to provide more immersive and personalized postsecondary exploration experiences both during the school day and when students are off campus Other: travel costs for college and workplace exploratory experiences
Tags	Transitions, College & Career Access, & Persistence, ECCE: Career and Technical Education, OSCPA: College and Career Readiness, OSCPA: Postsecondary Pathway Advising & Planning

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop finalized postsecondary immersion plan for SY21 using SY20 plan  Tags:OSCPA: Postsecondary Pathway Advising &amp; Planning</li> <li>• (Not started) Develop 9th -11th grade college visit and exposure profile for SY21 with a spectrum of options based on match and fit categories  Tags:Transitions, College &amp; Career Access, &amp; Persistence</li> <li>• (Not started) Secure Postsecondary Coach funding and staff  Tags:</li> <li>• (Not started) Secure 11th/12th grade Chromebook funding and place order for SY21  Tags:</li> <li>• (Not started) Summer orientation and Freshmen Connection events to kick off school year focus on postsecondary exploration and personalization of pathway selection  Tags:</li> <li>• (Not started) PLACEHOLDER: additional action items to be developed for SY21-22  Tags:</li> </ul>
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**Strategy 2**

If we do...	provide relevant and differentiated instructional experiences, tasks, and formative assessments that align to students readiness levels (reading/math skills and student interest)
Then we see...	students learning within an appropriate zone of challenge based on their personalized skill set and demonstrating an increase in their self-efficacy as a learner
which leads to...	a significant increase in the rate of students attaining proficiency in new skills and an improvement in SAT Cohort Growth each school year and from 9th through 11 grade SAT.
Budget Description	Ext. Day - Buckets: for the purpose of additional planning during the summer and throughout the school year in order to create planning documents and learning tasks that support differentiated learning. Materials (instr. and software): purchased of both digital and non-digital instructional materials that allow for an easier access for teachers in planning differentiated instructional practices. Textbooks: supplemental reading texts to support emerging readers in each subject area Professional Development Consultants/vendors: initial and ongoing professional development Conferences and associated expenses: as needed but not yet identified



Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Complete an assessment of current practices already seeking to differentiate instruction, assessments, and learning experiences within Hyde Park core curriculum  Tags: Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Provide end of school year primer learning experience on pathways for differentiating instructional practices and learning tasks  Tags: Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Provide summer professional learning and planning opportunities for each core instructional team  Tags: Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Produce two units of differentiated learning unit plans including differentiated instructional tasks, readings, and formative assessments  Tags: Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Create rubric/reference tool that provides a shared understanding of what highly effective differentiated practices look like in both planning and classroom implementation to assess and provide feedback to teacher teams  Tags:</li> <li>• (Not started) PLACEHOLDER: additional action steps will be developed to further communicate plans for steps taking place in SY21-22  Tags:</li> </ul>

**Strategy 3**

If we do...	create a relevant competency based learning and grading system that is aligned to key standards for each content area needed for college and career access, provides multiple opportunities to demonstrate mastery, and creates a high level of student agency for their learning
Then we see...	an increase in student motivation to engage in academic challenge that will increase students self-efficacy in their education and belief that they can learn
which leads to...	a significant increase in students academic and social-emotional skills before high school graduation which allows for skills transfer to college and career where new challenges will require learned problem solving and persistence.

Budget Description	Ext. Day - Buckets: planning time for course teams to continue developing multiple assessments for each performance indicator of a given course Materials (instr. and software): continuation of digital assessment creation platforms and possible expansion Professional Development Consultants/vendors: need-based determination from summer planning sessions
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> <li>(Not started) Assess deficiencies in current assessment tools in alignment with competency-based grading and learning expectations to have three or more assessment tools for each course performance indicator  Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning</li> <li>(Not started) Develop school wide criteria and reference tool for highly effective summative assessments needing to be created in triplicate for each course performance indicator  Tags:Assessment: Fair, Accurate and Consistent Grading Systems</li> <li>(Not started) Provide time for assessment production and subsequent feedback in preparation for semester 1 of Sy21  Tags:Assessment: Improving Assessment Literacy</li> <li>(Not started) Begin embedding learning from differentiated instruction into the design of summative performance indicator assessments and modifying as needed to serve all students  Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning</li> </ul>

**Strategy 4**

If we do...	develop a curriculum that is focused on skills-based instruction through a "world view" (skills addressed from the CCSS, NGSS, IB, and College Board's SAT Skills Insight) using UbD- Methodology to backwards map skills from 12th to 9th grade with teachers using common templates, rubrics and assessments aligned to skills taught IMPORTANT ADDENDUM PENDING: This strategy has been sustained from the Hyde Park 2018-20 CIWP but is pending further development. Given the current teaching and learning shifts taking place as a result of Covid19 stay at home requirements, we are planning to proactively adapt a portion of our curriculum to be accessible in formats similar to that being utilized during our Remote Learning experience. We would like to have a "back up plan" should students and staff need an alternate format for teaching and learning in the coming school year. This will also provide a deepening of our traditional curriculum that can be used in other extenuating circumstances, ie. homebound students.
Then we see...	students being exposed to grade level skills, teachers making adjustments to instruction based on student mastery

which leads to...	an increase in the number of students meeting and exceeding on SAT and student academic growth rates improving from 9th - 12th grade.
Budget Description	Ext. Day - Buckets: TBD as needed to develop an additional remote learning component to our core curriculum. Supplies: TBD. Materials (instr. and software): Expansion of e-materials and platforms to support a longer term remote learning component to our core curriculum. Textbooks: Expansion of e-textbooks. Professional Development Consultants/vendors: TBD based on district-based determinations of highly effective vendors to support this strategy.
Tags	Curriculum, CIDL: Digital Learning
Action steps	<ul style="list-style-type: none"> <li>(Not started) Engage teacher teams to assess efficacy of different strategies used during Covid19 remote learning period and identify opportunities for continuation into SY21 and beyond</li> </ul> <p>Tags:CIDL: Digital Learning</p>

# Action Plan

## Strategy 1

Develop finalized postsecondary immersion plan for SY21 using SY20 plan

Jun 01, 2020 to Jun 19, 2020 - PLT and ILT

Develop 9th -11th grade college visit and exposure profile for SY21 with a spectrum of options based on match and fit categories

Jul 01, 2020 to Aug 28, 2020 - PLT and Grade Level Teams

Secure Postsecondary Coach funding and staff

May 01, 2020 to Jul 31, 2020 - Admin

Secure 11th/12th grade Chromebook funding and place order for SY21

Jul 01, 2020 to Jul 10, 2020 - Admin

Summer orientation and Freshmen Connection events to kick off school year focus on postsecondary exploration and personalization of pathway selection

Aug 01, 2020 to Aug 31, 2020 - Counseling

PLACEHOLDER: additional action items to be developed for SY21-22

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## **Strategy 2**

Complete an assessment of current practices already seeking to differentiate instruction, assessments, and learning experiences within Hyde Park core curriculum

Jun 01, 2020 to Jun 12, 2020 - ILT through respective department teams

Provide end of school year primer learning experience on pathways for differentiating instructional practices and learning tasks

Jun 14, 2020 to Jun 19, 2020 - Admin with ILT

Provide summer professional learning and planning opportunities for each core instructional team

Jul 01, 2020 to Jul 31, 2020 - Admin with ILT

Produce two units of differentiated learning unit plans including differentiated instructional tasks, readings, and formative assessments

Jul 01, 2020 to Aug 28, 2020 - Course Teams

Create rubric/reference tool that provides a shared understanding of what highly effective differentiated practices look like in both planning and classroom implementation to assess and provide feedback to teacher teams

Aug 24, 2020 to Aug 28, 2020 - All Team

PLACEHOLDER: additional action steps will be developed to further communicate plans for steps taking place in SY21-22

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## **Strategy 3**

Assess deficiencies in current assessment tools in alignment with competency-based grading and learning expectations to have three or more assessment tools for each course performance indicator

May 01, 2020 to Jun 05, 2020 - Course teams

Develop school wide criteria and reference tool for highly effective summative assessments needing to be created in triplicate for each course performance indicator

Jun 01, 2020 to Jul 31, 2020 - ILT and respective team members

Provide time for assessment production and subsequent feedback in preparation for semester 1 of Sy21

Jul 01, 2020 to Aug 21, 2020 - Admin

Begin embedding learning from differentiated instruction into the design of summative performance indicator assessments and modifying as needed to serve all students

Aug 24, 2020 to Oct 30, 2020 - Whole team

## Strategy 4

Engage teacher teams to assess efficacy of different strategies used during Covid19 remote learning period and identify opportunities for continuation into SY21 and beyond

May 18, 2020 to Jun 19, 2020 - Whole school

# Fund Compliance

## ESSA Program

ESSA Schoolwide Program

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

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

## ESSA Schoolwide Program

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

HPA completes the following schoolwide needs assessments to measure effectiveness of instruction of both content and identified standards:

- structured analysis instructional unit formative and summative common assessments to monitor ongoing progress
- annual interim assessments per grade level (BOY, MOY, & EOY of SAT suite of assessments)
- analysis of annual summative assessments
- Annual analysis of achievement from International Baccalaureate (IB) international formative and summative examinations

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

HPA has implemented programs that provide each student the opportunity to meet both proficient and advanced levels of achievement using Competency Based Learning and Grading (CBLG), diversified programmatic options, and annual progress monitoring for match and fit. CBLG was implemented to articulate, group, and match content to identified standards with aligned common assessments per grade and core content per grade to standardize academic expectations. As a school wide IB school all students have access to both career and technical, education programs ( DP & CP); advanced two year college preparatory classes; two year technical education courses ( CTE); annual dual education classes. Lastly at the conclusion of each school year each students progress is monitored to ensure accurate programmatic placement to maximize student achievement.

**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.**

HPA employs school wide standardized observations, professional learning cycles (PLC's) to implement and monitor research based instructional strategies targeted at increasing student active participation and achievement; as well as, individualized coaching. HPA utilizes universal environmental and instructional criteria of instructional best practices to monitor all classrooms. Using the data areas of improvement are selected for implementation using PLC's. Selected strategies are differentiated per content for most efficient implementation. HPA additionally implements individualized instructional support for specific teachers that demonstrate a need for additional instructional support.

**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).**

HPA employs weekly Behavior, Attendance and Grade (BAG) reports per grade level each week to progress monitor holistic student behavior. Students that demonstrate a need for additional support are referred to specific school based services depending on the need. Attendance concerns are referred to the attendance office for additional intervention. Behavior concerns are referred the school deans and or Youth Guidance programs (BAM?WOW) and school based counselors. Students that demonstrate academic concerns are referred to in-school teacher tutoring for two week cycles to support improvement. All students are exposed per grade level to organized postsecondary and career experiences at least twice per school year.

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

HPA employs a collaborative interview process after candidates have been identified. All potential applicants are involved in several rounds of an interview process. Candidate resumes are reviewed for qualifications, skills, licensure, and grammar and coherence. Candidates then participate in a group interview that is observed by department members and department leadership. Lastly, candidates demonstrate a teaching lesson. We additionally partner with outside organizations, Teach for America and Chicago area education programs to identify and recruit new teachers.

**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.**

HPA employs both in house, district delivered, and community partner professional development (PD). HPA in house PD is focused on instructional support( IB, REACH, CBLG or assessment, PLC's, instructional coaching) and social emotional structures (BHT, BAM, WOW, and Counseling programs) to support students that focus on teachers, paraprofessionals, and support staff that directly interact with students. District PD supports are focused on teachers and administration focused on new initiatives and socioemotional support mechanisms(BHT, BAM, WOW, and Counseling programs). Our community partners also support school based programs focused on direct student support ( community based counseling, health services, financial education).

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

HPA requires teachers and support staff to maintain consistent contact with parents and guardians. HPA also uses the school website, ASPEN emails, robo calls, parent portal and direct contact (when required) to maintain parent/guardian involvement. HPA also employs regular parent informationals and community meetings to maintain open lines of communication.

**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.**

HPA creates a collaborative assessment plan that includes all instructional staff. All staff have input on the frequency, structure, and standards to be assessed. Instructional staff create all instructional formative and summative unit assessments. All staff are surveyed and staff responses are incorporated into a summative assessment plan that staff is asked to review and provide feedback prior to finalization and implementation.

**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.**

HPA employs weekly Behavior, Attendance and Grade (BAG) reports per grade level each week to progress monitor holistic student behavior. Students that demonstrate a need for additional support are referred to specific school based services depending on the need. Attendance concerns are referred to the attendance office for additional intervention. Behavior concerns are referred the school deans and or Youth Guidance programs (BAM?WOW) and school based counselors. Students that demonstrate academic concerns are referred to in-school teacher tutoring for two week cycles to support improvement. If improvement support is required for more than three two-week cycles the student is then reviewed for schedule change, referred for diverse learner evaluation, or additional outside support.

**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.**

HPA employs a holistic distributed leadership and implementation approach to coordination and integration support student health and wellness. Each member of teh administrative team is responsible

for a specific student support programs. Each administrator works with teachers teams and support staff to select, monitor program implementation, and progress monitoring for effectiveness/outcomes. Instructional and support staff are also included in the introduction of additional programs and supports. Each administrator and team members meet on a bi-monthly basis to discuss student participation, process effectiveness, and implementation concerns. Ensuring concerns are addressed efficiently. HPA currently partners with CBLG collaborative, Network for College Success, and district initiatives to support academic success. Social emotional supports and violence prevention partnerships Youth Guidance and U of C counseling, and Restorative Justice. To support nutritional and wellness support HPA partners with Peer Health Exchange and district initiatives. HPA offers CTE and Genesys Works to support student exposure to vocational and technical education.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Each year and at every report card pick-up, which HPA conducts every quarter, a "state of teh schools" is reviewed and feedback is solicited. These plans are also introduced to all members of teh school community at the start of teh school year at annual school orientation. The "state of teh school" is also posted on teh school website annually. The LSC/PAC meetings also include monthly reports on progress toward school wide goals.

**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**

Each year and at every report card pick-up, which HPA conducts every quarter, a "state of the schools" is reviewed and feedback is solicited. These plans are also introduced to all members of the school community at the start of the school year at annual school orientation. The "state of teh school" is also posted on the school website annually. The LSC/PAC meetings, that are open to the public, also include monthly reports on progress toward the ESSA programs. The annual meeting occur generally at teh following dates 8/30, 11/15, 1/15, & 4/15.

**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.**

At each school-wide public meetings each quarter of teh school year as well as monthly LSC/PAC meetings a period of public comment, input, suggestions, and feedback. Administration responds to each parent and community member at the open forum.

**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.**

Each student is mailed the results of state assessments to their home and offered the opprotunity for review with school counseling staff.

**Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.**

The school/district issues anual letters to all impacted students parents/guardians at the start of the school year.

**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.**

Each year and at every report card pick-up, which HPA conducts every quarter, a "state of teh schools" is reviewed and feedback is solicited. These plans are also introduced to all members of teh school community at the start of teh school year at annual school orientation. The "state of teh school" is also posted on teh school website annually. The LSC/PAC meetings also include monthly reports on progress toward school wide goals. Parents are also counselied and asked to attend parent portal sessions to support parents ability to monitor student academic progress.

**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.**

At the initiation of the school year and quarterly thereafter, during report cards pick-up events, parents will have the opportunity to be introduced to all school initiatives, community partners and administration to gain information, resources, materials, and training on all school academic and school based technology.

**Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.**

At the initiation of the school year and quarterly thereafter, during report cards pick-up events, parents will have the opportunity to be introduced to all school initiatives, community partners and administration to gain information, resources, materials, and training on all school based social emotional support programs and outreach.

**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.**

Each year and at every report card pick-up, which HPA conducts every quarter, a "state of the schools" is reviewed and feedback is solicited. These plans are also introduced to all members of the school community at the start of the school year at annual school orientation. The "state of teh school" is also posted on the school website annually. The LSC/PAC meetings, that are open to the public, also include monthly reports on progress toward the ESSA programs. The annual meeting occur generally at teh following dates 8/30, 11/15, 1/15, & 4/15.

**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.**

HPA utilizes standardized LSC agendas and feedback mechanisms. These completed documents will be made available immediately after the meeting, on the school website, and hard copies in the main office.

### Policy Implementation Activities

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

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

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

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

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

N/A

## School-Parent Compact (Complete)

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

Hyde Park Academy's primary purpose is to provide a safe and supportive learning environment, while ensuring students develop the strong reading, writing, speaking, critical thinking, and social emotional skills needed to be successful in college, the world of work, and life. The school will accomplish this by providing students with a safe and supportive learning environment.

**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.**

Each year and at every report card pick-up, which HPA conducts every quarter, a "state of the schools" is reviewed and feedback is solicited. These plans are also introduced to all members of the school community at the start of the school year at annual school orientation. The "state of teh school" is also posted on the school website annually. The LSC/PAC meetings, that are open to the public, also include monthly reports on progress toward the ESSA programs. The annual meeting occur generally at teh following dates 8/30, 11/15, 1/15, & 4/15.

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

Teachers and support staff are expected to maintain consistent parent/guardian contact. Additionally, each year and at every report card pick-up, which HPA conducts every quarter, a "state of the schools" is reviewed and feedback is solicited. These plans are also introduced to all members of the school community at the start of the school year at annual school orientation. The "state of teh school" is also posted on the school website annually. The LSC/PAC meetings, that are open to the public, also include monthly reports on progress toward the ESSA programs. The annual meeting occur generally at teh following dates 8/30, 11/15, 1/15, & 4/15.

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

Teachers and support staff are expected to maintain consistent parent/guardian contact. Additionally, each year and at every report card pick-up, which HPA conducts every quarter, a "state of the schools" is reviewed and feedback is solicited. These plans are also introduced to all members of the school community at the start of the school year at annual school orientation. The "state of teh school" is also posted on the school website annually. The LSC/PAC meetings, that are open to the public, also include monthly reports on progress toward the ESSA programs. The annual meeting occur generally at teh following dates 8/30, 11/15, 1/15, & 4/15.

**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/guardians will have access to observe instructional practice by appointment at any time during teh school year at teacher or parent request.

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

Parents/guardians are expected to monitor student grades via parent portal at least weekly. Parents/guardians are encouraged to discuss school activities daily with students.

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

Teachers and support staff are expected to maintain consistent parent/guardian contact. Additionally, each year and at every report card pick-up, which HPA conducts every quarter, a "state of the schools" is reviewed and feedback is solicited. These plans are also introduced to all members of the school community at the start of the school year at annual school orientation. The "state of teh school" is also posted on the school website annually. The LSC/PAC meetings, that are open to the public, also include monthly reports on progress toward the ESSA programs. The annual meeting occur generally at teh following dates 8/30, 11/15, 1/15, & 4/15.

**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 will participate, during advisory, in a review of 5 week "student report card". Advisory staff conduct a review of students 5 week BAG data. Review and discuss student progress and relate to post-secondary plans. The student report card includes student grades, GPA, class ranking, attendance rate, as well student created post secondary plans.

## 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.**

PAC Goal: To increase parent/guardian particpation in teh school community by 25% by the conclusion of the CIWP evaluation cycle.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$500.00
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<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1250.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$125.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00