Kenwood Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
04/14/2020	LSC Members	Review status of CIWP to date

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: This is displayed in the feedback from the 5essentials Survey. There is a shared and collective school vision that embraces our mission. The master schedule allows for teacher collaboration and building professional academic discourse, in addition to establishing supportive and engaging relationships.
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)

- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Evidence is noted in the following: -Frequency of ILT meetings, commitment and engagement of our instructional leadership team. -Weekly course team meetings, grade level meetings and department meetings. -Whole-school PD that is teacher-led and designed to support the school's mission and vision. Adults engage in hearty, robust dialogue that encourages collaboration and pushes instructional practices. -The Senior Leadership Team encourages teachers and staff members to attend professional development they are interested in outside of school, as the professional development aligns with academic and/or department goals. - When the budget is received, the funding is prioritized according to the CIWP and student needs. The school has invested in additional resources to support "bubble students" that are on the verge of meeting the EBW/Math SAT benchmark so they are better prepared. Additionally, the school strategically funds programs in the arts, Diverse Learning, college and career, and sports/extra curricular clubs so the school is fostering the development of the whole child. -Student achievements are displayed throughout the school on monitors, in the school newsletter, and on the scrolling marquee

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 4 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: ILT peer visits, core walks, and classroom observations have provided us with evidence that supports the above components.

- 3 - Balanced Assessment and Grading
  - 3 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
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence**: This is evident through varying grading systems and practices throughout departments. There are inconsistent weights and categories assigned by each department, so it is not balanced across the school. Students would benefit from multiple measures of assessment and grading practices from all teachers. It is recommended to consider a school-wide grading system.
- 3 - MTSS
  - 3 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 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 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

- o **Evidence**: Kenwood implements several academic and social emotional supports for all students. At the Tier 1 level teachers provide horizontally and vertically aligned instruction developed in departments and course teams. The ILT provides data, professional development, and practical data-based instructional strategies related to the school's targeted instructional area. School-wide strategies for SEL needs are developed by the student accountability team, presented at professional development, and reinforced throughout the school year (Bronco Honor Code). Students in need of Tier 2 and 3 academic supports are given support via interventions developed by course teams and individual teachers. Students have access to tutoring from teachers (before and after school), University of Chicago students (during the school day and after school), and online programs. Students with SEL concerns are referred to the student support team (Social worker, Counselors, Case Manager, Deans, Attendance Coordinator, and Administrators) for Tier 2 and 3 interventions. Students are also given academic and SEL support through connections with community agencies. On-Track data and interventions for students at-risk for failure and truancy are monitored by sharing of success reports to individual teachers, grade level reviews of grades and SEL needs, attendance/academic/SEL conferences with parents and students, as well as counselor's reviewing records and meeting with students to review credit requirements and provide credit recovery referrals. Teachers also track interventions and concerns on their own. In addition, select Freshmen are assigned to a seminar in which they receive daily individualized support from the Freshmen counselor and Intervention Specialist focused on executive functioning and academics. As a result of Freshmen Seminar, there have been improvements in the Freshmen on-track rates.
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Grade-level town hall meetings address important issues such as potential walk-out, school cleanliness, and partnering with Chicago Teachers Union. Groups such as Student Council survey the student population to address with administration during meeting times. Additional events such as school

dances, Swag Swap, and community service are attended and led by both students and staff. The 5 Essentials Survey is offered to students as an opportunity to share their voice regarding comfort-ability with staff, which consistently shows a high level of trust among both groups.

- 4 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 4 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 4 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**: Students have many options of activities, clubs, and sports (competitive and intramural) to assist with social emotional learning and values. Students are encouraged to join clubs, activities, and sports to feel a part of the school. If there is a club that does not already exist, students are encouraged to start it by gathering peer interest and an adult sponsor. There are many events created and led by students throughout the year, with minimal adult support needed. The adults attend the events as guests, rather, so they can enjoy the student-led opportunities. Furthermore, students feel comfortable talking to teachers, staff, and administration for any issues or concerns they have. All seniors are required to take Civics and complete a related service leaning project. Additional Evidence: -Students have opportunities to explore themselves and engage in a variety of civic learning opportunities: FOCUS, Student Council, Common Ground Foundation, Gender studies course, Gay/Straight Alliance, etc.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - 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**: The school follows the CPS Discipline Code to address student behavior, and through the continuum of consequences, the school resorts to restorative approaches first. The students participate in peer conversations,

restorative conversations, peace circles, etc. to demonstrate their commitment to supporting a safe school environment. Student?s lead each other with their actions, and students are quick to correct each other's behavior with they see fit. The Honor Code has helped to push students to be more aware of their surroundings and stand up for what's right. There are three deans that handle discipline and focus on correcting behavior rather than applying consequences.

- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Parents are involved in the monitoring of students' academic success through the use of Parent Portal, and most parents participate in meetings requested by administration to support student academic improvement when needed. Parents are invited to the many events held at the school, and have even created events of their own. The Parent Advisory Council continuously engages parents by hosting workshops relevant to student success. The Friends of Kenwood Association presented the school with a $25,000 donation to kick off fundraising for the 2018-19 school year. Furthermore, parents support field trips to extend student learning beyond the classroom. Additional evidence: -Kenwood has an active and engaged Parent Advisory Council, and fundraising group Friends of Kenwood -Kenwood consistently communicate with families through bi-weekly newsletters. -Foreign exchange students have access to host families in the community. -Parents are heavily involved in Music & Arts department as volunteers -Community partnerships are ongoing: University of Chicago, Hyde Park Arts Center, -Kenwood Concert Choir holiday caroling in at Hyde Park businesses -Parents engage in Q & A sessions during Open House events for prospective students, Freshmen Orientations, and for parent back to school night.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**4**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**5**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**3**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**2**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Annual SAT growth in Reading
Root Cause 1	More consistent Tier 1 supports for students. When formative and summative assessments show a need for intervention/enrichment, teachers need to make effective adjustments

	that customizes the instruction for students. They also need to use data from to trace the effectiveness of the instruction provided.
Area of Critical Need 2	Annual SAT growth in Math
Root Cause 2	More consistent Tier 1 supports for students. When formative and summative assessments show a need for intervention/enrichment, teachers need to make effective adjustments that customizes the instruction for students. They also need to use data from to trace the effectiveness of the instruction provided.
Area of Critical Need 3	Annual PSAT10 growth in Reading
Root Cause 3	Traditionally, 10th grade teams receive less support/focus that other grade levels. (See root cause 1 & 2)
Area of Critical Need 4	Annual PSAT10 growth in Math
Root Cause 4	Traditionally, 10th grade teams receive less support/focus that other grade levels. (See root cause 1 & 2)

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Annual Growth Percentile-Math	Overall		42.00	50.00
We want to gain more points on SQRP and this is one of our struggles. If we align to this goal we will be able to monitor and measure the impact of classroom instruction.	African American		43.00	50.00
SQRP: SAT Annual Growth Percentile-Reading	Overall		26.00	50.00
We want to gain more points on SQRP and this is one of our struggles. If we align to this goal we will be able to monitor and measure the impact of classroom instruction.	African American		20.00	30.00
SQRP: PSAT10 Annual Growth Percentile-Math	Overall		20.00	30.00
We want to gain more points on SQRP and this is one of our struggles. If we align to this goal we	African American		20.00	30.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
will be able to monitor and measure the impact of classroom instruction.				
SQRP: PSAT10 Annual Growth Percentile-Reading We want to gain more points on SQRP and this is one of our struggles. If we align to this goal we will be able to monitor and measure the impact of classroom instruction.	Overall		40.00	50.00
	African American		20.00	50.00
Vision: Freshman On-Track Freshmen enrollment is on the rise, which has been a huge challenge for us. We anticipate the enrollment to continue to increase. The focus on this metric is imperative so we ensure the needs of students are met and that we have the structures and supports in place to do so.	Overall		95.30	95.30
	African American		95.30	95.30

Required metrics (Highschool) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Kenwood has been rated as "well organized" in the 2017-18 and 2018-19 school years past plan to maintain this rating by continuing best practices that have proven to be effective.			5.00	5.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
College Persistence College persistence is a feasible area of growth for Kenwood, as we have invested in strengthening our post-secondary team. We would like to reach a college persistence goal of 85%.	71.20			75.00	85.00

Strategies

Strategy 1

If we do...	If we identify students that need additional support and provide them with opportunities to meet their academic, social, and emotional needs...
Then we see...	Then we see an increase of overall student success.
which leads to...	Which leads to achieving PSAT, SAT growth goals, as well as the ability to maintain freshmen on-track data; PSAT10 annual growth percentile in reading and math of 50%; Maintain FOT rate 95.3%
Budget Description	An additional full-time social worker. We currently have 1 social worker serving a diverse population of over 2000 students. Allocate funds for targeted instruction outside of the normal school day (i.e. SAT/PSAT prep classes, and saturday and after-school freshmen enrichment, etc.); allocate funds for outside resources to support social and emotional needs of students.
Tags	Structure for Continuous Improvement, Instruction
Action steps	(Not started) 1.Engage teachers in adult learning around developmentally appropriate instruction and accountability to better support students throughout their high school career. 2.Develop revision, retake, MTSS, and equitable grading policies by grade level that support students in their developmental stage. 3.ILT will engage in adult learning and then provide professional development on MTSS and intervention strategies to support all students in their learning. 4.Develop an intervention team at the 10th-grade level that will identify at-risk, bubble, and opportunity students and provide appropriate intervention. 5.Provide targeted opportunities for 11th graders around SAT skills for students that need additional supports for growth through Academic Approach and Kaplan. 6.Develop systems that identify students that need additional socio-emotional supports and provide services. Tags:Structure for Continuous Improvement, Instruction, Assessment: Balanced Assessment and Grading

Strategy 2

If we do...	If we are intentional in designing tasks for students that are rigorous, data-driven, and incorporate collaborative student thinking...
Then we see...	Then we see a higher quality of student engagement, an increase in mastery of standards-based skills and strategies.
which leads to...	Which leads to achieving PSAT & SAT growth goals: PSAT10 annual growth percentile in reading and math of 50%; SAT annual growth percentiles in reading 50%, math 30%

Budget Description	We will need to invest time in planning a long term calendar and action plan for department chair meetings that is aligned to this strategy; Allocate money for select staff to attend meetings and collaboratively plan outside of the regular school hours including over the summer; Allocate funds for teachers to attend professional developments; explore research-based platforms to support teachers in planning and designing quality instruction and assessments.
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #3-Frequent Process-based Writing, Math: Rigorous Tasks
Action steps	• (Not started) 1.Develop strong course teams* with teacher leaders that have experience analyzing student data: Academic approach, student work, tuning protocols. 2.Design clear, vertically aligned curriculum, objectives, and learning tasks that adhere to student needs towards SAT growth. 3.Provide professional development on rigorous tasks through various sources that is coherent to the SAT depth of rigor. 4.Teachers will review PSAT data three times a year to refine the student work alignment and make decisions that would support all students in their growth projections. 5.Teachers will participate in regular peer walks with their departments to see and give feedback on the delivery of rigorous tasks. 6.ILT will research pedagogical strategies that will be implemented by teachers and receive feedback from ILT core walks. 7.*Course are collaborative teams whose members include department and diverse learner teachers Tags:Instruction

Strategy 3

If we do...	If we engage in ongoing cycles of inquiry...
Then we see...	Then we will see more intentionally designed instruction and tasks for students.
which leads to...	Which leads to achieving PSAT & SAT growth goals: PSAT10 annual growth percentile in reading and math of 50%; SAT annual growth percentiles in reading 50%, math 30%
Budget Description	Allocate funds to compensate select teachers to plan outside of regular school hours (ILT, department chair meetings, summer planning, etc).
Tags	Leadership for Continuous Improvement, Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
Action steps	• (Not started) 1.Develop a meeting cycle with a high attendance of all Department Chairs, ILT members including case manager. 2.Develop a coherent vision for instructional improvement. 3.Develop strategic roles for ILT and DCT to make progress towards improved student outcomes with focus on pedagogy and content 4.*Define a coherent student learning problem of practice for each department that aligns with the broad SAT goals. Course teams will identify skill gaps they need to address through the disaggregated breakdown of the P/SAT data. 5. Select strategies (pedagogical and curriculum) that will be used to address

	the student learning problem. 6. Develop progress monitoring assessments to track student growth on their learning problem. 7. Check-in as a whole body (ILT and DCT) twice a year to reflect on assessment and learning walk data and make decisions about the validity of the student learning problem and strategy selection to reengage in the cycle work. 8. *Ongoing progress monitoring for course teams to ensure they have strong meeting cadence that regularly reviews student learning data. 9. *Ongoing professional development through department chair meetings, ILT, whole staff on the use of data in instruction, effective meeting protocols, and effective pedagogical shifts.
	Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 4

If we do...	Build both internal and external programming specific to college readiness and persistence
Then we see...	more intentionality in creating systems that support student exposure, guidance, and the understanding of the college enrollment process. This will ensure a seamless matriculation to college for all students.
which leads to...	reaching the college persistence goal of 85% which gives us 5 SQRP points.
Budget Description	
Tags	Transitions, College & Career Access, & Persistence
Action steps	• (Not started) Identify students that need support in finding the "right fit" college and help them choose classes that will ensure college readiness, and encourage this group to attend the college tours that provide options relevant to their student achievement data and college selectivity. Tags:Transitions, College & Career Access, & Persistence

Action Plan

Strategy 1

1.Engage teachers in adult learning around developmentally appropriate instruction and accountability to better support students throughout their high school career. 2.Develop revision, retake, MTSS, and equitable grading policies by grade level that support students in their developmental stage. 3.ILT will engage in adult learning and then provide professional development on MTSS and intervention strategies to support all students in their learning. 4.Develop an intervention team at the 10th-grade level that will identify at-risk, bubble, and opportunity students and provide appropriate intervention. 5.Provide targeted opportunities for 11th graders around SAT skills for students that need additional supports for growth through

Academic Approach and Kaplan. 6.Develop systems that identify students that need additional socio-emotional supports and provide services.

Aug 17, 2020 to Jun 16, 2021 - Student Accountability Team, Administrators

Strategy 2

Not started Oct 21, 2020

1.Develop strong course teams* with teacher leaders that have experience analyzing student data: Academic approach, student work, tuning protocols. 2.Design clear, vertically aligned curriculum, objectives, and learning tasks that adhere to student needs towards SAT growth. 3.Provide professional development on rigorous tasks through various sources that is coherent to the SAT depth of rigor. 4.Teachers will review PSAT data three times a year to refine the student work alignment and make decisions that would support all students in their growth projections. 5.Teachers will participate in regular peer walks with their departments to see and give feedback on the delivery of rigorous tasks. 6.ILT will research pedagogical strategies that will be implemented by teachers and receive feedback from ILT core walks. 7.*Course are collaborative teams whose members include department and diverse learner teachers

Jun 17, 2020 to Sep 11, 2020 - Core teachers Department Chairs ILT Administration

Strategy 3

1.Develop a meeting cycle with a high attendance of all Department Chairs, ILT members including case manager. 2.Develop a coherent vision for instructional improvement. 3.Develop strategic roles for ILT and DCT to make progress towards improved student outcomes with focus on pedagogy and content 4.*Define a coherent student learning problem of practice for each department that aligns with the broad SAT goals. Course teams will identify skill gaps they need to address through the disaggregated breakdown of the P/SAT data. 5. Select strategies (pedagogical and curriculum) that will be used to address the student learning problem. 6. Develop progress monitoring assessments to track student growth on their learning problem. 7. Check-in as a whole body (ILT and DCT) twice a year to reflect on assessment and learning walk data and make decisions about the validity of the student learning problem and strategy selection to reengage in the cycle work. 8. *Ongoing progress monitoring for course teams to ensure they have strong meeting cadence that regularly reviews student learning data. 9. *Ongoing professional development through department chair meetings, ILT, whole staff on the use of data in instruction, effective meeting protocols, and effective pedagogical shifts.

Jun 30, 2020 to May 01, 2021 - Department Chairs Administrators

Strategy 4

Identify students that need support in finding the "right fit" college and help them choose classes that will ensure college readiness, and encourage this group to attend the college tours that provide options relevant to their student achievement data and college selectivity.

Jun 01, 2020 to Jun 01, 2021 - post-secondary 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.

The school annually reviews 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

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

Teachers will hold after school or before school office hours for students who need extra help. Additionally, Kenwood will provide a variety of tutoring/enrichment opportunities for all students.

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 utilize course team meetings to use student achievement data to inform their classroom instruction. Teachers will collaborate with members of their department on a bi-weekly basis to discuss and plan for the implementation and refinement of the academic program. Department chair leaders will also meet with members of the administration team on a monthly basis.

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).

Kenwood will enroll students with high academic need in an enrichment seminar, in which students will receive individualized support from staff members and school administrators, all within a small group setting. Saturdays will also be utilized to provide students with additional mentoring and academic support. Students who are at risk of not meeting academic standards will be identified and the appropriate meetings with parents and/or teachers will be held. During this meeting, all stakeholders will agree on an individualized plan to best meet the students needs.

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

Administrator will attend a variety of teacher recruitment sessions.

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.

Kenwood will strategically plan for and provide teachers, staff, and parents with relevant professional developments. Funds will also be allocated to allow teachers to attend professional developments of their choice. The Parent Advisory Council will also provide parents with relevant workshops and information that aligns with the school goals.

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

The Parent Advisory Council will provide parents with relevant workshops and information that aligns with the school goals.

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.

Teachers will have the opportunity to provide input during staff meetings, administrator-led department chair meetings, as well as through-out the school year as needed.

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.

Student accountability team will run data on student progress every 5 weeks and plan for appropriate parent/student support meetings. Freshmen on Track team will run data on a weekly basis, and consistently communicate with teachers, to plan for student support (weekly). Strategies will be implemented to support students as needed.

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 Post-Secondary team will support students in vocational and technical education, and job training. They will collaborate with programs such as Urban Alliance, One Goal, etc. The Counseling department, including STLS Team, will ensure the collaboration with NCLB, housing, nutrition, and adult education. Lunch manager will also play a role in ensuring that Kenwood is aligned with the most up to date nutrition guidelines,

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 school will hosts annual meetings to periodically review and revise the Title I component. This includes the annual Title I meeting and PAC organizational meeting.

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

The annual title 1 meeting will be held in the month of October 2020, the week before the LSC meeting.The Title I PAC meeting date will follow on the same day.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members

to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Parents will have an opportunity to contribute during LSC and PAC meetings.

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.

All assessment reports will be shared with students (on College Board and any other online score reporting platform). The parents will be informed via email when the students will receive their individual reports.

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.

Parents will receive notices via email and letters will be sent via US Mail.

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.

The school will assist parents with information pertaining to ESSA Title I during annual parent-conferences and organizational meeting. The PAC will also organize parent workshops to provide the skills necessary to support students' education.

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.

The school will provide information during the annual parent-conferences and parent workshops. We will also survey parents to get their input on topics of interest.

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.

The school will provide information during the annual parent-conferences and will include strategies. We value the contributions of our parents.

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.

Not applicable.

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

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.)**
>
> The Mission Statement is as follows: Kenwood Academy High School aims to develop critical readers, writers, and thinkers, who will excel within competitive academic institutions, as well as the global marketplace.

> **The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.**
>
> The school will hold two annual parent-conferences. Additional parent meetings will be held when applicable.

> **The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.**
>
> Parents will receive reports every 5 weeks regarding students' progress, including report cards. In addition, parents have access to gradebook and parent portal. Kenwood will provide parents with progress reports during each quarter of the school year as well as report cards at the end of the 2nd and 4th quarter.

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

Parents are free to communicate directly with teachers via email and set up appointment times.

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 schedule a time to volunteer, participate, or observe classroom activities by communicating with the assistant principals and/or office personnel. Parents will be informed of how to take the proper steps to become a volunteer upon their request, and will also have access to this information in the main office daily.

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

Parents will assist learning by monitoring homework, checking Gradebook via parent portal, and communicating with teachers.

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

Parent appointment times.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

The students must meet the goals and expectations outlined in the student handbook. Students will also have access to receive support from Deans, members of the counseling department, as well as the school administrators.

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.

To provide access and awareness programming to parents that will enhance their understanding of strategies to increase student achievement. This will be done by providing workshops and parental professional development that will build their skills to assist their student.

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

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.	$2000.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$900.00
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)	$600.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$600.00
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.	$1714.00
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