# South Shore Intl College Prep High School 2020-2022 plan summary

## Team

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|---|---|---|---|
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## Team Meetings

No meetings saved for this plan.

## Framework

**Category scoring**

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

**Subcategory scoring**

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 2 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)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 2 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: Given the short time that the new administration has been in the building, evidence can be found from the months of February 2020 to present. Most recently evidence can be found in the daily staff updates during school closure as well as in agenda from professional Learning days as well as flex PD day meeting agenda.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 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
  - 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
  - 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)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**:

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning

- o 2 Curriculum is aligned to expectations of the standards
- o 3 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**: SSICP has a rich International Baccalaureate and Career and Technical Education curriculum. As a selective enrollment school, all courses are honors level courses rich in complex text and learning tools. We are currently working to update our course sequence such that it allows for greater depth of learning and sequencing of Standard and Higher level IB courses.
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Due to a high level of administrative turnover for the past three years, the faculty has struggled with consistency in instructional practices. Network and IB walk-throughs have highlighted inconsistencies from classroom to classroom with many opportunities to strengthen instruction. The data from these walk-throughs has been shared with the faculty in recent months and the Instructional Leadership Team is working alongside the new administration to develop, communicate and implement a cohesive instructional framework for future years. Professional development will be provided to all staff to ensure that instructional practices are appropriately aligned and implemented with efficacy.
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners

- o 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: As aforementioned, due to administrative turnover, the grading policy for South Shore International College Prep is unclear and inconsistent. There have not been any grade level team meetings during the 2019-2020 school year until the most recently scheduled meetings during the school closure. Teachers have expressed that each new administrator provided new expectations around grading and there has been a lack of clear direction. Without grade level team meetings, teachers have not level-set grading practices and rarely progress monitor collaboratively. A grading policy is being developed in collaboration with teacher teams and grade level teams are being revitalized to ensure that balanced assessment and grading are transparent and effective in the future.
- • 1 - MTSS
  - o 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 1 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 1 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 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 1 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 1 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**: There has not been a MTSS or Behavioral Health team in place at the school since the 2018 school year. Both teams have just begun to meet are are in the process of re-invigorating MTSS systems and structures. Three MTSS meetings were held before the COVID19 School closure in which the team had begun the process of identifying Tiered interventions.
- 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**: SSICP has an awesome Post-Secondary Coach who has developed clear plans in alignment with district expectations. The coach continued the work despite administrative transitions and has ensure that there is a clear post-secondary plan in place for the school as well as for individual students. The coach has worked with the school counselor to build an ongoing strategy which provides students with high levels of support throughout all transitions. The systems that have been developed are also not contingent upon the coach but rather they are structures that can be implemented by the team moving forward.

## Quality and Character of School Life

- 3 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: There is a strong sense of relational trust between students and between many staff members and students. Unfortunately, a negative culture of mistrust has occurred with adults during administrative transitions and there is a tremendous amount of work happening to rebuild that trust. Current administration has implemented team building and restorative practices in every staff meeting. Additionally, during the time of school closure, the administrative team has held daily meetings with staff which are a balance of school and district updates with social emotional check-ins with staff. This has proven to improve morale and has established positive relational connections with staff by establishing a sense of community. There will be intentional work done through staff retreats once school reopens to ensure that a space is created for staff to move forward as a thriving community.
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: The curriculum offers a strong foundation for civic engagement. Students are also regularly exposed to community and civic leaders. The school has not truly engaged the voices of students since 2018. There are several student voice committees that are supported by separate faculty members without a cohesive opportunity for students to engage in the decision making of the school. Moving forward, a student voice committee will be established and include students across grade levels with clear structures for student engagement.
- 3 - Physical and Emotional Safety

- o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- o 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)
- o **Evidence**: The Dean of Students has worked to develop clear protocols for ensuring a physically and emotionally safe school environment. All staff have been trained on restorative practices but some staff need continuous professional development to effectively implement restorative practices. Staff definitely take responsibility for physical and emotional safety but sometimes feel that the processes for supporting safety are disjointed. This lack of continuity occurs because of the lack of an MTSS team and School Climate team. Both of these teams are being re-established. Having the teams will allow for data-informed practices which will allow structures to be strengthened to continue the sense of warmth and the positive climate that exists at the school.

- 3 - 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 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: A supportive and equitable environment exists in the school around discipline but the environment could be stronger if effective MTSS and School Climate teams were informing discipline practices. Currently, the Dean of Students and security team bear the brunt of responsibility around discipline practices. Although the staff is aware of disciplinary practices that center on restoration, there is very little conversation about those practices or behavioral data which results in some staff feeling as if nothing is being done about negative behaviors of Tier 2 and Tier 3 students. MTSS and School Climate teams have recently been re-established which will support the school community in developing an equity lens around disciplinary practices.

- 2 - Family & Community Engagement
  - o 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)

- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 2 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**: Families have reported a lack of engagement and a lack of structure to provide feedback for the past few years. There is an existing Local School Council and Parent Advisory Council but both report challenges engaging all parents. they report that those challenges have occurred because the school has not provided an open and welcoming environment to parents. In talking with founding teachers, it seems that there were stronger partnerships with parents in the early years of the school but those relationships fizzled in recent years. Some parents seemed to have a direct line to administrators to complain about teachers which then caused an adversarial relationship between teachers and parents as well as teachers and administrators. The new administrative team has endeavored to engage parents and communicate regularly with parents through newsletters, the website, social media and by hosting regular parent nights. The recent COVID19 school closure has afforded the administration with the opportunity to communicate with parents multiple times during the week. Parents have also been invited to share their ideas and feedback around the school via surveys and in-person meetings. Meetings have also taken place using google hangouts. One of the most under-utilized resources that would support family and community engagement is the Community Resource Coordinator through the Community Schools Initiative. The administration is working with the Community Resource Coordinator to introduce new programming and engagement opportunities for parents.

# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|----------------------------------|---------------|
| 1 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **1** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | **2** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **3** |
| 2 | Quality and Character of School Life: Family & Community Engagement | **4** |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | **0** |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | **5** |

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 3 | Quality and Character of School Life: Physical and Emotional Safety | **0** |
| 3 | Quality and Character of School Life: Relational Trust | **0** |
| 3 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **0** |
| 3 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | **0** |
| 4 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **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 | Effective Standards-Based Instructional Practices |
| Root Cause 1 | Lack of professional development around the integration of Common Core Standards and International Baccalaureate criteria into instructional practices |
| Area of Critical Need 2 | Consistent Grading Policy and Practices |
| Root Cause 2 | Lack of data-informed collaboration across grade level and content teams to establish norms around grading practices, policies, and procedures |
| Area of Critical Need 3 | Clear Systems, Structures and Teams to Support Student Success |
| Root Cause 3 | Three years of Administrative turnover caused dysfunction within teams and a lack of direction regarding the roles and responsibilities of teams |
| Area of Critical Need 4 | Increase student achievement on Standardized Assessments |
| Root Cause 4 | Lack of data analysis and collaboration across teams to set and communicate goals |

| | with strategies and celebrations for the entire school community |
|---|---|
| Area of Critical Need 5 | Effective communication of school's mission, vision and core values |
| Root Cause 5 | Administrative turnover has created a lack of clarity around the vision for the school and the strategies needed to attain that vision |

# 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 Cohort Growth Percentile<br><br>Students at SSICP are not achieving on the SAT at levels that are consistent with their ability because the instructional team needs professional development around and consistency in implementing effective standards-based instructional practices which integrate Common Core Standards and International Baccalaureate criteria. The effective integration of these standards into instructional practices will result in students achieving at high levels and data-informed practices will ensure that an equity lens is applied such that African-American Males perform at or above the same level as their peers. | Overall | | 30.00 | 40.00 |
| | African American Male | | 25.00 | 40.00 |
| Vision: College Readiness SAT<br><br>SSICP has not had a consistent grading policy since 2018 and there has been a lack of data-informed collaboration from an academic standards perspective across grade level and content teams to establish norms around grading practices, polices and procedures. This has created an environment where students do not have clear goals around academic performance nor do they have consistency from one class to the next in ascertaining their growth. Establishing a clear grading policy and implementing equitable grading practices will allow students to be better prepared for success academically which will the support growth on PSATs and SATs because students will be aware of | Overall | | 35.00 | 45.00 |
| | Students with IEPs | | 25.00 | 40.00 |

| Metrics (select 3–5) | Student groups (1–2 for each metric) | SY19 data actual (provided by CPS) | 2020–2021 goal | 2021–2022 goal |
|---|---|---|---|---|
| the skills and standards in which they need to grow and perform. | | | | |
| Vision: 4 Year Graduation Rate<br><br>The Freshman On Track Rate has historically been 95% or above but the 4 Year Graduation rate has dropped from 94.5% to 87%. The data also shows students with IEPs with a 41.2% graduation rate. This drop and cast difference for students with IEPs seems to be because of a lack of clear systems, structures and teams to support student success. Three years of Administrative turnover have caused dysfunction within teams and a lack of direction regarding the roles and responsibilities of teams. Teams have now been created and will utilize data-informed practices to support appropriate systems and structures geared towards student success. | Overall | | 91.00 | 95.00 |
| | Students with IEPs | | 60.00 | 80.00 |
| Vision: Early College & Career Credential<br><br>There is a need to update, communicate and implement the school's mission, vision and core values such that the school truly lives up to it's name as a college preparatory school. While 85% of students enrolled in college in 2019, only 41% of the students earned early college and career credentials while at SSICP. With a robust IB program and CTE program in place, 100% of graduates should be earning college and career credentials during high school. At least 25% of students should be graduating with the prestigious IB diploma by 2022; 100% of seniors in the Medical and Business programs should be graduating with CTE certifications; and students who enter the school as Selective enrollment students should be exiting with dual credit and dual enrollment credits. | Overall | | 60.00 | 80.00 |
| | Male | | 45.00 | 65.00 |
| (Blank) | | | | |

## Required metrics (Highschool) (100% complete)

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

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| **My Voice, My School 5 Essentials Survey** The school has been either partially organized or not had enough data for My Voice, My School 5 Essentials Survey for the past three years with an organized rating in 2016. The team will work with families and students to establish benchmarks for each of the 5 Essentials in order to improve the rating from partially organized to organized and then finally well-organized by 2023. | | | | 3.00 | 4.00 |

## 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... | data-informed cycle of inquiry around academic achievement, behavior and social emotional needs, and attendance through an equity lens during team meetings |
|---|---|
| Then we see... | a clear focus on instruction geared towards identified student supports needed from a Mult-Tiered Systems of Support approach as well as leveraged community partnerships in the area of social and emotional learning |
| which leads to... | greater social emotional health and academic achievement of all students implementation with additional student growth attainment for marginalized students. |
| Budget Description | 115 Funds: - Continued investment in robust counseling staff with a counselor or post-secondary coach assigned to each grade level - Continued investment in a Dean of Students - Use of extended day pay to support Grade Level and MTSS meetings to impact MTSS implementation with efficacy |
| Tags | MTSS, CBE: Supports, Interventions, or Extensions, Equity: Liberatory Thinking, FACE2: Community Partnerships |
| Action steps | • (Not started) Introduce and implement consistent cycle of inquiry process and data reporting cycle in all team meetings (ILT, Grade Level, MTSS) Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership |

| | • (Not started) Engage community partners in identifying and providing tiered interventions for students<br><br>Tags:Family & Community Engagement, MTSS: Family and Community Engagement, OSSE: Community Schools<br><br>• (Not started) Hold bi-weekly MTSS meetings and engage in bi-monthly strategy development during professional development for the entire staff in order to support impact through the cycle of inquiry process<br><br>Tags:MTSS: Fidelity of Implementation |
|---|---|

## Strategy 2

| If we do... | create a clear grading philosophy with an aligned policy and practices |
|---|---|
| Then we see... | consistency in grading of assignments, assessments, and student work with appropriate levels of rigor and outcomes that are clearly aligned to standards as well as IB criterion across all content and grade levels |
| which leads to... | students and families who are able to articulate and understand how learning is being assessed and know what improvements are needed for students for students to attain academic excellence |
| Budget Description | 115 Funds: Extended day pay to support Instructional Leadership Team meetings. Leverage existing Fulcrum partnership to use research-based strategies to support the work of transforming grading practices as well as Network 17 Content Specialist Support. |
| Tags | Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading |
| Action steps | • (Not started) Utilize research and scholarly article to engage in discussion with school leaders about research-based grading practices and policies<br><br>Tags:Assessment: Balanced Assessment and Grading, Teacher Leader Development & Innovation: Distributed Leadership<br><br>• (Not started) Update current grading policy per faculty vote<br><br>Tags:Assessment: Assessment Plan Voting Procedures<br><br>• (Not started) Communicate language of updated grading policy and practices to students and families<br><br>Tags:Student Voice, Engagement, and Civic Life, Family & Community Engagement |

## Strategy 3

| If we do... | create clear and consistent formats for lesson, unit, and course planning that are aligned to standards-based instructional practice |
|---|---|
| Then we see... | increased rigor and consistency in daily instruction across all classrooms |
| which leads to... | a school culture of academic excellence where students are held to high expectations that will effectively prepare them for college and career persistence. |
| Budget Description | 115 funds - International Baccalaureate training for the entire staff Leverage Network and Central Office Supports - Staff retreat in August for 3-5 days in order to focus on instructional practices - Quarterly Instructional Leadership Team Retreat days to provide distributed leadership model of support for all content leads |
| Tags | Leadership for Continuous Improvement, ECCE: Career and Technical Education, Equity: Targeted Universalism, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks |
| Action steps | • (Not started) Review IB Unit plans to identify unit plan that will be adopted by the entire school community<br><br>Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership<br><br>• (Not started) Share unit plan format and plan for migration from ManageBac to Google platform<br><br>Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership<br><br>• (Not started) Collaboratively develop unit plans during summer PD<br><br>Tags:Teacher Leader Development & Innovation: Distributed Leadership |

## Strategy 4

| If we do... | consistently invite students, families, and community members to engage with the school through the Local School Council, Parent Advisory Council, Student Voice Committee, Community Schools Initiative, the Chicago Parks District, etc. and regularly scheduled programs that open the school to families and the broader South Shore community |
|---|---|
| Then we see... | improved relational trust across all school stakeholder groups |
| which leads to... | a school that truly engages family and community with an improved reputation in the community and city resulting in an increase in name recognition and student enrollment at this premiere south side college preparatory school. |

| | |
|---|---|
| Budget Description | Title I - Use of Parent Advisory Council funds to increase family engagement Grants - Continuation of the Community Schools Grant to implement programming for students, families and the community (continued position of Community Resource Coordinator) |
| Tags | Family & Community Engagement, Equity: Inclusive Partnerships, FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, FACE2: Volunteer |
| Action steps | <ul><li>(Not started) Work with Parent Advisory Council leaders to develop a comprehensive calendar of events that includes all community partners.<br><br>Tags:FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC</li></ul> |

# Action Plan

## Strategy 1

Introduce and implement consistent cycle of inquiry process and data reporting cycle in all team meetings (ILT, Grade Level, MTSS)

May 18, 2020 to May 18, 2020 - Principal

Engage community partners in identifying and providing tiered interventions for students

Jul 15, 2020 to Aug 31, 2020 - Community Resource Coordinator

Hold bi-weekly MTSS meetings and engage in bi-monthly strategy development during professional development for the entire staff in order to support impact through the cycle of inquiry process

Aug 24, 2020 to Jun 18, 2021 - Dean of Students and Principal

## Strategy 2

Utilize research and scholarly article to engage in discussion with school leaders about research-based grading practices and policies

Jun 01, 2020 to Jun 15, 2020 - Assistant Principal and Fulcrum Consultant

Update current grading policy per faculty vote

Jun 08, 2020 to Jun 15, 2020 - Principal CTU Delegate

Communicate language of updated grading policy and practices to students and families

Aug 03, 2020 to Sep 30, 2020 - Principal Assistant Principal

## Strategy 3

Review IB Unit plans to identify unit plan that will be adopted by the entire school community

May 26, 2020 to Jun 19, 2020 - Principal Assistant Principal IB Coordinators

Share unit plan format and plan for migration from ManageBac to Google platform

Jun 15, 2020 to Sep 04, 2020 - Principal Assistant Principal IB Coordinators

Collaboratively develop unit plans during summer PD

Jul 01, 2020 to Sep 04, 2020 - Principal Assistant Principal IB Coordinators

## Strategy 4

Work with Parent Advisory Council leaders to develop a comprehensive calendar of events that includes all community partners.

Jul 06, 2020 to Aug 21, 2020 - Principal PAC Representative Community Resource Coordinator

# 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.**

Principal Flatt's Entry Plan included a comprehensive review of all school-wide data in order to address what is needed for school improvement.

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

Strategies are in the process of development based upon CIWP development as well as Principal entry planning process.

**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.**

Strategies are in process with implementation of principal's entry plan and CIWP process.

**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).**

Strategies are in process with implementation of principal's entry plan and CIWP process.

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

School currently attracts high-quality teachers with limited difficulty due to selective enrollment and International Baccalaureate standing.

**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.**

Working with Network, District, and district approved organizations to support effective professional development.

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

Developing a parent involvement plan with Parent Advisory Council leadership team.

**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 are being included from the Instructional Leadership Team and Grade Level Teams to ensure that academic achievement improves.

**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.**

Work with the Community Resource Coordinator to support implementation of after school programs for students with difficulty mastering academic standards.

**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.**

Work with the Community Resource Coordinator to ensure that community partnerships are coordinated to provide appropriate services to families.

# 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.**

Work with the PAC chair to make revisions to this plan and policy during the month of July.

**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**

Work with the PAC chair to establish this meeting.

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

Survey parents on a monthly basis.

**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.**

Provide reports quarterly.

**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.**

Send appropriate letters home if this occurs.

**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.**

PAC meetings and school newsletters.

**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.**

PAC meetings and school newsletters.

**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.**

PAC meetings and school newsletters.

**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.**

| PAC meetings and school newsletters. |
| --- |
| **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.**<br><br>PAC meetings and school newsletters. |

## 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)**<br><br>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.)**<br><br>South Shore International College Prep will graduate active, enthusiastic learners who are prepared to succeed in the nation?s top universities. All students will be exposed to a college prep sequence of study that promotes multi-cultural awareness, civic responsibility and leadership. |
| --- |
| **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.**<br><br>Conferences will be held during report card pick up conferences. |
| **The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.**<br><br>Weekly and Monthly newsletters. |

> **The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.**
>
> Staff are available during preps and in some cases before or after school. Parents can set appointments 24 hours in advance.

> **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.**
>
> A calendar of events will be provided to parents at the beginning of the school year and information will be provided about volunteering in the student and family handbook.

> **The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).**
>
> Parents will monitor student progress through Aspen and Google classrooms.

> **The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.**
>
> Parents will consult with the school at multiple points during the school year in parent townhalls and individual meetings. Most specifically during Orientation and during report card pick ups.

> **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 in conferences on a monthly basis with their advisor regarding their academic achievement and progress. They will complete an academic plan during these meetings.

## 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.**
>
> If we do...consistently invite students, families, and community members to engage with the school through the Local School Council, Parent Advisory Council, Student Voice Committee, Community Schools Initiative, the Chicago Parks District, etc. and regularly scheduled programs that open the school to families and the broader South Shore community then we see...improved relational trust across all school stakeholder groups which leads to...a school that truly engages family and community with an improved reputation in the community and city resulting in an increase in name recognition and student enrollment at this premiere south side college preparatory school.

**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**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $0.00 |
| **53405** | **Supplies**<br>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. | $2250.00 |
| **53205** | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $750.00 |
| **54125** | **Consultants**<br>For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $0.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<br>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**<br>Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $0.00 |
| **53510** | **Postage**<br>Must be used for parent and family engagement programs only. | $0.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>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 |