George Washington High School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Kevin Gallick	Principal	kjgallick@cps.edu	Has access

Team Meetings

Date	Participants	Topic
12/19/2019	All members present	Convene as a team, establish purpose and process, and build understanding of our mission/vision
01/08/2020	Davis & Ines not present	Review mission/vision, CIWP strategies, and initiate goal setting process

Date	Participants	Topic
01/21/2020	Rodriguez not present (leave)	Review mission/vision, examine district vision for equity, rate each SEF category, and initiate goal setting process
02/07/2020	Alnemri, Martinez, Fuentes, Rodriguez not present (leave)	Complete SEF ratings and imitate goal setting
03/20/2020	Kevin & Barbara present	Review of goals and PD sessions with specialists from T&L
05/01/2020	All members present except Donald & Steven	Review draft goals and discuss parent compact
04/17/2020	Kevin & Barbara	goals and strategy

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 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)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make ?safe practice? an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 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 3 Design and implement school day schedules that are responsive to student needs
- o 3 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 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

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 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 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**:
- 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 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 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 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading

- o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- o 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 2 Utilize assessments that measure the development of academic language for English learners
- o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - 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 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)
  - o 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 3 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 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 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 3 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 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 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**:
- 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

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 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 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
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	**3**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**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	FOT rate gaps between our male and female students
Root Cause 1	Intentional supports to engage all types of learners need are not explicitly embedded in our grade-level meetings
Area of Critical Need 2	FOT rate gaps between all students and Black Males and Black Females
Root Cause 2	Intentional supports to engage all types of learners need are not explicitly embedded in our grade-level meetings
Area of Critical Need 3	Gaps in Advanced Academics enrollment between all students and our ELL students
Root Cause 3	Lack of intentional course sequencing and recommendation routines to support EL students to transition into these courses

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: 4 Year Graduation Rate On-time graduation is a critical metric for our success because we believe that supporting all students to graduate on time is part of our core mission and critical for economic and post-secondary success.	Latino (Male)		80.00	82.00
	African American		71.00	73.00
Vision: College Enrollment Post-secondary success is a critical metric for our success because we believe that supporting all students to be academically, socially, and emotionally prepared for a successful transition to life after high school. So, while it may be true that ?not all young people need to have a college education to get a decent job, employers are increasingly expecting that new employees will have skills comparable to students who do attend college? (Wagner, Kegan, et al 2012, p. 3.).? This means all Washington students must be supported to enroll in college.	Overall		64.00	66.00
	Male		53.00	56.00
Vision: Freshman On-Track On-time graduation is a critical metric for our success because we believe that supporting all students to graduate on time is part of our core mission and critical for economic and post-secondary success. We use Freshman On-Track as an early warning indicator that helps us monitor students sense of belonging, early success, and likelihood of on-time graduation.	Latino (Male)		90.00	90.00
	African American		90.00	90.00
Vision: Early College & Career Credential We believe that supporting all students to be academically, socially, and emotionally prepared for a successful transition to life after high school. We leverage early college coursework like IB, AP, and Dual Credit as a critical strategy to support student preparation for life after high school.	Overall		58.00	60.00
	EL		37.00	40.00
(Blank)				

Required metrics (Highschool) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we prioritize Shifts in College Readiness by ensuring that disciplinary literacy is at the heart of how we teach and that our curriculum is aligned to the English and Math standards and skills required for success in a rapidly changing economy and society, while reducing the achievement gap and ensuring that students have access to advanced academic course work as well as the supports our students need to make it to and through every student?s post secondary plan.
Then we see...	We will have empowered students to develop the critical literacy skills required for college, career, and civic engagement and improved instructional coherence in core academic departments by aligning curriculum instruction and assessments to CCSS and SAT instructional tasks, providing teachers and students with real-time supports and interventions to strengthen teacher efficacy beliefs and close gaps among our students and between our students and their national/international peers, and creating pathways to advanced academic coursework while establishing a whole school culture focused on maximizing academic qualifications for college and career.
which leads to...	Students will have improved their view of themselves and their academic abilities and teachers will have gained a greater sense of efficacy resulting in significant increases in student achievement. SQRP impact will be evident in a strengthened school culture/MVMS rating and improved academic achievement and college enrollment rates, as well as significant improvement on our TIA assessment and SAT Essay performance
Budget Description	
Tags	Leadership for Continuous Improvement, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 2-Leveraging Data to Close Gaps, OSCPA: College and Career Readiness

Action steps	• (Not started) Create pathways for all students to have access to 5-6 possible programs and course work (creating equity across program) Tags: • (Not started) Enact curriculum and course work audit with a social justice and equity lens to assess needs for curriculum, literacy, and courses Tags:

Strategy 2

If we do...	If we prioritize All Students Learn by intentionally engaging all stakeholders on the importance of being ?On-Track? and earning ?Bs or Better? through a multi-tiered approach and regular data deep dives, the provision of timely and targeted student interventions and providing intentional instructional in-class supports/routines on the non-cognitive skills that serve as scaffolded opportunities that empower students (i.e. agency, positive academic identity) to be more involved in their own learning and become members of a learning community to increase the percent of students who are on track to graduate.
Then we see...	We will empower students to understand themselves as learners and members of a learning community while providing the organizational processes that strengthen teacher efficacy beliefs resulting in an increased sense of urgency among students, teachers, and families and a more comprehensive picture of student learning and progress, with a deeper connection between what is taught and what is learned.
which leads to...	Students have a strong sense of belonging as members of the school community and we will have established a whole school culture focused on maximizing academic qualifications for college and career. SQRP impact will be evident in a strengthened school culture/MVMS rating and improved academic achievement, attendance, freshman on-track rates for our priority groups and school-wide, 4 year cohort graduation rates, and college enrollment rates.
Budget Description	
Tags	Leadership for Continuous Improvement, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Liberatory Thinking, MTSS: Problem Solving Process, ONS: Continuous Improvement
Action steps	• (Not started) Assess grading practices and create commitments at each grade level to remove barriers to student success Tags: • (Not started) Engage teams in continuing to learn about developmental relationships with students and engage teams in learning about social justice and restorative practice in the classroom

	Tags:

Strategy 3

If we do...	If we prioritize Student Voice and Civic Engagement by developing a curriculum and pedagogy where students examine issues that impact students and community that enables all students and adults to be engaged in expression of their thoughts, feelings, and experiences, and if we recognize the community as an essential resource for school and student success by building lasting and mutually beneficial relationships between students, staff, and community members.
Then we see...	We will have fostered collective responsibility to address local and school concerns and created a more positive image of the school and increased student impact on their community and created safe spaces for students to express their opinions and affirmed that their participation has real impact and value.
which leads to...	Leveraging a greater connection between students? high school experience and their post-secondary plans and yields improved college and career readiness and civic participation. SQRP impact will be evident in a strengthened school culture/MVMS rating and improved academic achievement, attendance, freshman on-track rates for our priority groups, 4 year cohort graduation rates, and college enrollment rates.
Budget Description	
Tags	Equity: Liberatory Thinking, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Engaging in Difficult or Controversial Discussions
Action steps	• (Not started) Create a principal advisory group of students to ensure that all students are engaged in decision making Tags: • (Not started) Engage teams in learning about how to amplify student voice and leadership in the classroom Tags:

Action Plan

Strategy 1

Create pathways for all students to have access to 5-6 possible programs and course work (creating equity across program)

Sep 04, 2020 to Feb 05, 2021 - ILT, PST

Enact curriculum and course work audit with a social justice and equity lens to assess needs for curriculum, literacy, and courses

Jul 27, 2020 to Aug 14, 2020 - Equity team

Strategy 2

Assess grading practices and create commitments at each grade level to remove barriers to student success

Aug 17, 2020 to Oct 02, 2020 - Grade level teams

Engage teams in continuing to learn about developmental relationships with students and engage teams in learning about social justice and restorative practice in the classroom

Sep 07, 2020 to Jun 25, 2021 - Grade level teams; culture and climate team; Behavioral Health Team

Strategy 3

Create a principal advisory group of students to ensure that all students are engaged in decision making

Jul 01, 2020 to Dec 01, 2020 - Senior Leadership Team

Engage teams in learning about how to amplify student voice and leadership in the classroom

Aug 03, 2020 to Jun 24, 2021 - ILT

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.

itle I funded staff participate in the school's general professional development and school planning activities. Title I
funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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.

Schoolwide strategies are focused on supporting on-time graduation via a rigorous early warning and support system. Key approaches to instruction focus on core literacy and extended access to advanced academic programing.

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).

Schoolwide strategies are focused on supporting on-time graduation via a rigorous early warning and support system. Key approaches to include focus on non-cog, key structures like Freshman Seminar, and Rooted Mentoring.

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

Implemented a teacher quality system to ensure effective human resource management and prioritizing having a high-quality teacher in each class
? Established clear routines and protocols for selecting high quality teachers23
? Instituted a formal process for evaluating and assessing the overall impact of staff24
? Provided teachers with a robust array of job-embedded learning opportunities coupled with additional externally provided professional development

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.

Continuous and sustained involvement in a research and development network of 17 high schools focused on implementing a capacity-building model for school improvement37
? Applied research-based data to practice by assessing school practices ranging from classroom instruction to schools policies for the purpose of informing practice
? Developed leadership strategies and tools for effectively facilitating teacher learning, building

effective school teams, facilitative leadership, teacher leadership, and the use of data to drive decision-making
? Enhanced our collective understanding of the typical potholes students encounter as they transition into high school, prepare to graduate, and attain post-secondary credentials, while developing the systems and structures to support students and teachers to succeed in high school and beyond
? Gained expertise in implementing the Reading Apprenticeship framework, which is designed to empower students and teachers in developing subject-area literacy and critical thinking skills
? Developed tools and strategies for implementing a targeted instructional area using Targeted Leadership?s Framework for Achieving Powerful Results which included conducting learning walks and sharing our practice with a network of diverse high schools.

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

tbd

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.

ILT, LSC, PPC

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.

All Students Learn strategy

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.

n/a

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.

Parent Advisory Council reviews all plans related to review and revision of the NCLB Parental Involvement plan and policy. Regular meetings are scheduled and published at the beginning of each school year. Meetings are assigned to specific place and time along with proposed guest speakers for parent meetings. All meetings are publicized through various avenues: i.e..school quarterly newsletters; school marquee; school website; school All Call System.

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

The school holds an annual meeting in the early evening hours at the beginning of the school year in the Fall to inform and explain Title 1 Programs for parents and their rights to be involved. Title 1 Annual Meeting and PAC Organizational Meeting were held on October 19, 2016. Throughout the school year, parent meetings for Parent Advisory Council and Bilingual Advisory Committee will be advertised as well as any LSC and school departmental meetings for parents

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.

The school provides syllabi from courses to inform students and parents of the curriculum and requirements for success. This would include assessment tools to be used and the criteria for proficiency. Parents will be reminded of any school-wide assessments, PSAT, SAT, when they will take place and an interpretation of the results.

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.

When the school receives State assessment results, parents will be given an explanation of the scores and an interpretation of where the student is proficient and where the student could use remediation. Reports are geared toward each individual student.

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.

Schools are notified by Illinois State Board of Education when a teacher has been determined to be not "Highly Qualified". Parents will then be notified by lettert hat the teacher is not "Highly Qualified" and has taught for at leas

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 continue to provide on-on-one training for parents to access Parent Portal to be able to check their child's grades and attendance. The school has a separate Parent Room with access to a computer and copy machine. Parent trainings and outings are set up through our Parent AdvisoryCommittee with accompanying funds. Parent Nights sponsored by various departments to showcase their curriculums and give suggestions on how to work with students in that discipline, may be scheduled throughout the school year. Notices of such meetings will be sent home in advance as well as publicized on the marquee and by utilizing our All Call System.

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 combination of our PAC, BAC, LSC and various parent nights sponsored by various departments, will encourage parents to become more involved in theeducation of their children. Speakers on family issues pertinent to tennagers will continue to be brought in four parents and students to enjoy and learn from.Celebrations of talent through the performing and visual arts are also celebrated throughout the school year. Teachers will continue to be encouraged to communicate with parents through phone calls and email regarding the progress of students. Teachers/ESP's who sponsor one of our many after school

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 continue to support the parents of our school community by encouraging them to participate by attending events at or sponsored by the school either through formal meetings (PAC, BAC, and LSC) sporting events, assemblies, trainings, and conferences.

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.

Information related to the school and parent programs, meetings, and other activities will be communicated to parents in English and Spanish in writing and/or through an interpreter when warranted.

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 school holds an annual meeting in the early evening hours at the beginning of the school year in the Fall to inform and explain Title 1 Programs for parents and their rights to be involved. Title 1 Annual Meeting and PAC Organizational Meeting were held on October 19, 2016. Throughout the school year, parent meetings for Parent Advisory Council and Bilingual Advisory Committee will be advertised as well as any LSC and school departmental meetings for parents

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 school will provide a High-Quality curriculum and instruction in a supportive environment by offering an Honors curriculum in core subject areas as well as several Advanced Placement (AP) courses. In addition, we offer the International Baccalaureate (IB) curriculum along with a Dual Credit course where credit can be earned toward high school and college. We additionally have a Career and Technical Education (CTE) program for students with training in the

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

Parent-teacher conferences are officially scheduled for Report Card Pick-up days after the first marking period and the third marking period.

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

The school provides an academic report of progress every five weeks in the form of a Progress Report. Progress Reports are distributed during the 5th week of each quarter . Additional reports related to assessments are sent home as soon as they are made available.

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

The staff are available by appointment scheduled through email communication or arranged by phone. Appointments are usually held before or after school. Conferences may be held during the day during a teacher's preparation period.

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.

Not available in High School setting. Parents are, however, encouraged to volunteer as chaperones for field trips and in extracurricular activities.

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

Parents will support their children's learning by monitoring their grades and attendance through the Parent Portal. They can daily check for completion of homework assignments and long-term projects.

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 can participate in decisions related to the education of their children by attending Parent Advisory Council, Bilingual Advisory Committee, and LocalSchool Council meetings and any meetings publicized during the school year.

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 can assure academic achievement by coming to school every day. They should come each day prepared for each class. They should be on time to school and to every class. They should participate in class and complete all in-class and homework assignments and study for all tests. Teachers provide students with academic incentives to encourage their preparedness, promptness, consistent attendance. Administration provides weekly incentives to reward attendance. Appropriate behavior is expected.

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.

Increase parent engagement by supporting our PAC and BAC to engage additional parents
Support parents through workshops grounded in SEL
Building a parent learning series and connecting them to resources, workshops, and learning that our PAC identifies

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

Account(s)

Description

Allocation

Account	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.	$529.00
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)	$3800.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$2000.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00

53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$500.00