

Daniel Hale Williams Prep School of Medicine 2020-2022 plan summary

Team

Name	Role	Email	Access
Jullanar Naselli	Principal	jnmaalik@cps.edu	Has access
William Daniels	Assistant Principal	wddaniels@cps.edu	Has access
Jakendra Williams	Counselor, Medical Academy Liaison	jdwilliams119@cps.edu	Has access
Cynthia Jones	SEL Coordinator, DL Chair, LSC Member	cajones@cps.edu	Has access
latoya Mcbride	STEM and ILT Chair	lmcbride3@cps.edu	Has access
Roneaka Thomas	Fine Arts Chair, ILT Member	rythomas1@cps.edu	Has access
Chiquita Owens	Security	cmowens1@cps.edu	No Access
Alexandria Richardson	Partner/Parent Engagement, Student Council Lead	arichardson52@cps.edu	No Access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 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
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)
- 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	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	2
4	Quality and Character of School Life: Physical and Emotional Safety	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.

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
	Overall		30.00	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
SQRP: SAT Annual Growth Percentile-Math Based on our math scores, students are not entering within a band for attainment. However, student growth over 3-years can be planned realistically.				
Vision: Early College & Career Credential Not enough gen ed students are taking advantage of College and Career credentialing opportunities.	Overall		50.00	55.00
SQRP: 1 Year Dropout Rate To potentially reduce the number of students transitioning due to ineffective MTSS structures.	Students with IEPs		2.70	1.70
Vision: College Enrollment Students transitioning into college will depend heavily on the non-academic experiences obtained in order to write quality essays for scholarships.	Overall		83.00	85.00
(Blank)				

Required metrics (Highschool) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Williams prep has been Well Organized for consecutive years. Despite, we've prioritized area that will support improvements on the SQRP overall, such as instruction, as well as focus on reversing declining trends such as trust measures among all stakeholders, post-sec enrollment and persistent and collaborative leadership.			5.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	formalize the MTSS Team among the ILT with schoolwide tools and procedures for progress monitoring and fidelity of implementation
Then we see...	teams and teachers using a single research-based protocol that allows for the tracking and analysis of data as well as the use of established interventions at each tier along with Consistent Monitoring of Classroom level Systems, and modification of classroom level behavior intervention plan that leverages SEL strategies
which leads to...	---fewer students with IEPs or in the STLS population incurring disciplinary infractions and ultimately transitioning to other schools leading to a reduction in the 1 year-dropout rate ---an increase in on-track rates among identified groups ---from/and results in "established" supportive school status e.g. attainment of with evidence of 6/8 priorities
Budget Description	\$5000 :to provide quarterly stipend to SEL Lead and a small budget for supplies; Invest in stand alone cameras and editing tech & software (mac or pc) to increase quality and quantity of virtual PD productions.
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Behavior Support, ODLSS: Transition Services
Action steps	<ul style="list-style-type: none"> (Not started) ILT to complete EOY20 and BOY21 SAM assessment for MTSS and establish summer calendar for ILT continued learning as well as determining strategies for monitoring priorities as well as identify professional reads and resources for ILT PD. Tags:MTSS: Progress Monitoring (Not started) Provide PD to faculty on monitoring process, tools and available resources. Some PD to be recorded and provided virtually. Tags:MTSS: Curriculum & Instruction, ODLSS: Assistive Technology (Not started) Begin a student led Production club or elective; can support staff in filming and editing of final PD videos Or Observation videos for department reflection on strategies. Tags:Student Voice, Engagement, and Civic Life, Arts Education: Embedding the Arts School-Wide

Strategy 2

If we do...	grade level seminar or Advisory with a curriculum that allows for increase in experiential learning & value/community-based volunteering; increase availability of T1 counseling supports by retaining counseling assistant;
Then we see...	---students by grade level: student voice increasing through councils, student-group designed civic engagement opportunities, students hosting school-based experiences in collaboration with partners, ---- early identification and application to College Readiness Programs, Career/Internship Programs, teachers leveraging Naviance weekly as an active tool for mentoring ----Counseling Assistant directly supporting Summer Recovery/Melt as well as the Community engagement liaison for medical academy and counseling; an Increasing T2 and T3 in-house supports Near North, Centers for New Horizons, Pretty Brown Girls and BAM(SEL), GEM(Acad) ---More personalized programming opportunities with possibly work-based learning. ---More targeted T1 student supports and programming through the development of counseling seminar/advisory curriculum
which leads to...	---increase in student-community empathy, resilience, experiential learning, ---increased enrollment in Early College Access programming, College and Career Credentialing opportunities and ultimately ---an increase in scholarship as well as an increase in students pursuing National Honor Society and other scholastic based organizations. --- Better monitoring and implementation of early interventions of SEL supports ---Increase in attendance --- increase in 5E ratings "student:teacher trust" & "students feeling safe in travel to school"
Budget Description	~\$55000:Williams will go 1:1 with chromebooks and continue to leverage remote learning strategies to support development of technical proficiency and after school student academic engagement. Williams re-invested in a Counseling Assistant to support the counselor with post-sec, medical academy co-liaison, seminar/advisory and managing community partnerships.
Tags	Transitions, College & Career Access, & Persistence, ECCE: Early College, Equity: Resource Equity, FACE2: Community Partnerships
Action steps	<ul style="list-style-type: none"> • (Not started) Faculty to vote for Bell schedule that includes Advisory once a week or development of master with seminar [dependent upon programming constraints] Tags:Assessment: Assessment Plan Voting Procedures • (Not started) Identify Medical Academy ECCE opportunities as well as other internships for gen ed and adjust programming for SY21 Tags:ECCE: Career and Technical Education, Equity: Inclusive Partnerships • (Not started) Purchase APEX for virtual class options such as Spanish, Physics, as well as credit recovery. Tags:Transitions, College & Career Access, & Persistence, Equity: Resource Equity • (Not started) Retain counseling assistant to assist with organizing Advisory curriculum and Naviance implementation as well as serving as liaison to families for non-essential T1 counseling services and management of T2-T3 partners

	<p>Tags:Transitions, College & Career Access, & Persistence, FACE2: Parent Engagement, ODLSS: Transition Services</p> <ul style="list-style-type: none"> (Not started) Identify New partnerships to support attainment of Post-sec KPI, creation of Experiential learning Opportunities, and provide additional Tier 2 & 3 supports. <p>Tags:Transitions, College & Career Access, & Persistence, FACE2: Community Partnerships, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p>
--	---

Strategy 3

If we do...	a problem-solving process approach to screening, diagnostic and progress monitoring assessment to identify specific gaps and monitoring improvement for students within all tiers with the ILT, GLT and interventionists
Then we see...	--- use of grade level norms, practices, expectations; ---use of instructional strategies that coordinate teacher-directed instruction and differentiated small group instruction that leverages formative/diagnostic skills feedback and culminates in at least 1 project-based assessment per semester; ---teacher-teams as well as teachers and student collaborating on assessment proficiency standards; --- Students and teachers engaging in feedback loops that result in multiple iterations of assignments ---proficiency based grading, emphasis on frequency, types and quality of feedback
which leads to...	--increase in 1-year growth PSAT/SAT; Increase in teacher-student trust rating on the 5E. - -Fewer students reporting work overload from too many writing assignments and assessments at one time
Budget Description	Investment teacher e-learning resources and manipulatives that help to contextualize activities. Substitutes for released professional learning time by grade levels.
Tags	Balanced Assessment and Grading, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process
Action steps	<ul style="list-style-type: none"> (Not started) Select teacher lead on project based learning responsible for recommending and/or training faculty on professional readings and practices on proficiency based grading and other successful strategies for PBL; <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, SSCE: Informed Action: Project-based learning or Service Learning</p> <ul style="list-style-type: none"> (Not started) identification of grade level teams <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) ---Identification of grade level norms, practices, expectations; --- Identification of instructional strategies that coordinate teacher-directed instruction and differentiated small group instruction that leverages

	<p>formative/diagnostic skills feedback and culminates in at least 1 project-based assessment per semester;</p> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, SSCE: Informed Action: Project-based learning or Service Learning</p> <ul style="list-style-type: none"> (Not started) Development of Semester integrated units, identification of targeted skills and differentiated small group instructional strategies. <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p>
--	--

Strategy 4

If we do...	Implement strategies that build teacher capacity to provide opportunities for structured, hands-on cognitively-demanding activities
Then we see...	---Teachers engaging in professional development and around project based planning --- Focused team collaboration through use of Looking at student work protocols and grade level skill specific discussion ---Students engaged in interdisciplinary project-based learning that is more contextually based as well as incorporating hands-on learning and independent exploration; ---Students collaborating and problem-solving after instruction has been given learning to employ self-advocacy ---Students taking ownership of their learning and seeing themselves as thinkers;
which leads to...	---students Meeting both P/SAT benchmarks; ---students Increase of students reflected as college-ready; ---students Increase of students reporting that ?instruction is rigorous? and ?Mathematics Instruction? will trend as ?improved? on the 5Essentials; ---students Consistent instructional practices across grade levels.
Budget Description	\$5000 for continuous release of faculty upon return for HS summits for instructional planning and extended day. \$20000 Purchase services and workshops with the Buck Institute (pblworks.org)
Tags	Instruction, MTSS: Curriculum & Instruction, SSCE: Informed Action: Project-based learning or Service Learning
Action steps	<ul style="list-style-type: none"> (Not started) Faculty to vote on Assessment Calendar that supports attainment of instructional priorities <p>Tags:Assessment: Assessment Plan Voting Procedures</p> <ul style="list-style-type: none"> (Not started) ILT to develop COI, Determine the professional learning plan and identify potential resources for SY20-21 by June 23 <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Share professional learning plan with faculty and establish goals for summer planning by disciplinary teams

	<p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) ELA and Math Intervention; Utilize free version IXL through remote learning for implementation feedback <p>Tags:Instruction, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) Purchase IXL for Tier 2 and Tier 3 MTSS- <p>Tags:MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> • (Not started) Enroll Teachers in the 3 day PBL 101 workshops and secure sustained support. <p>Tags:SSCE: Informed Action: Project-based learning or Service Learning</p> <ul style="list-style-type: none"> • (Not started) Attend PBL Workshops: Determine PBL Time Line, implementation strategy, professional learning Schedule, and PBL milestones. <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction, SSCE: Informed Action: Project-based learning or Service Learning</p>
--	---

Action Plan

Strategy 1

ILT to complete EOY20 and BOY21 SAM assessment for MTSS and establish summer calendar for ILT continued learning as well as determining strategies for monitoring priorities as well as identify professional reads and resources for ILT PD.

May 15, 2020 to Aug 28, 2020 - ILT

Provide PD to faculty on monitoring process, tools and available resources. Some PD to be recorded and provided virtually.

Aug 01, 2020 to Sep 07, 2020 - Admin/ILT

Begin a student led Production club or elective; can support staff in filming and editing of final PD videos Or Observation videos for department reflection on strategies.

Aug 24, 2020 to Sep 30, 2020 - Teacher Leader

Strategy 2

Faculty to vote for Bell schedule that includes Advisory once a week or development of master with seminar [dependent upon programming constraints]

May 15, 2020 to May 29, 2020 - PPC, ILT

Identify Medical Academy ECCE opportunities as well as other internships for gen ed and adjust programming for SY21

May 01, 2020 to Aug 01, 2020 - Post-sec, Medical

Purchase APEX for virtual class options such as Spanish, Physics, as well as credit recovery.

Aug 01, 2020 to Oct 30, 2020 - ILT, Programming

Retain counseling assistant to assist with organizing Advisory curriculum and Naviance implementation as well as serving as liaison to families for non-essential T1 counseling services and management of T2-T3 partners

May 08, 2020 to Jun 30, 2020 - Post sec

Identify New partnerships to support attainment of Post-sec KPI, creation of Experiential learning Opportunities, and provide additional Tier 2 & 3 supports.

May 15, 2020 to Jun 18, 2020 - Admin, Post-Sec

Strategy 3

identification of grade level teams

May 17, 2020 to May 23, 2020 - ILT

Development of Semester integrated units, identification of targeted skills and differentiated small group instructional strategies.

Jul 01, 2020 to Aug 31, 2020 - GLT

Select teacher lead on project based learning responsible for recommending and/or training faculty on professional readings and practices on proficiency based grading and other successful strategies for PBL;

May 10, 2020 to Jun 30, 2021 - PBL Lead, ILT

---Identification of grade level norms, practices, expectations; ---Identification of instructional strategies that coordinate teacher-directed instruction and differentiated small group instruction that leverages formative/diagnostic skills feedback and culminates in at least 1 project-based assessment per semester;

May 31, 2020 to Jun 19, 2020 - Teams

Strategy 4

ILT to develop COI, Determine the professional learning plan and identify potential resources for SY20-21 by June 23

May 15, 2020 to Jun 23, 2020 - ILT

Share professional learning plan with faculty and establish goals for summer planning by disciplinary teams

Jun 01, 2020 to Jun 22, 2020 - ILT

ELA and Math Intervention; Utilize free version IXL through remote learning for implementation feedback

May 08, 2020 to Jun 30, 2020 - Admin, Core, DL

Purchase IXL for Tier 2 and Tier 3 MTSS-

May 08, 2020 to May 30, 2020 - Admin

Faculty to vote on Assessment Calendar that supports attainment of instructional priorities

May 15, 2020 to May 30, 2020 - Faculty

Enroll Teachers in the 3 day PBL 101 workshops and secure sustained support.

May 17, 2020 to May 22, 2020 - Admin, ILT

Attend PBL Workshops: Determine PBL Time Line, implementation strategy, professional learning Schedule, and PBL milestones.

Jun 01, 2020 to Aug 31, 2020 - Faculty, 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.

Regular academic data analysis from formative/interim process along with qualitative results such as the 5 essentials, instructional rounds to determine needs and identify gaps in support.

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

The 2021-2023 will yield a shift to the use of Project based learning to allow students to demonstrate proficiency or mastery of skills. In addition to in-person tutoring and employing virtual tutoring, the school partners with educational resources to provide on-site virtual literacy and math proficiency courses by grade-level (1:15) and development (1:4)

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.

Through the implementation of project based learning, the school will partner with the Buck Institute for researched-based strategies and continuous support that should transform the use of instructional time to more hands on small-group practices. In addition to in-person tutoring and employing virtual tutoring, the school partners with educational resources to provide on-site virtual literacy and math proficiency courses by grade-level (1:15) and development (1:4)

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).

Through the incorporation of Advisory and/or Grade level seminars which are paired with a strategic partner based on the need of the particular group, we will provide mentoring, counseling, 1:1 pupil services, college & career awareness, personal finance education, and executive functioning development through the alignment of innovative teaching methods as piloted by the faculty.

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

Williams Prep hosts student teachers and partners with universities to provide innovative programming students, mentoring opportunities to the student-teacher/partner, and collaborative partnerships for our teachers.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

In partnership with the Buck Institute, our partners and the office of Family and Community Engagement, faculty, staff and parents receive researched-based professional development strategies and continuous support that should builds our collective knowledge of how to monitor student progress and plan for rigor and intervention.

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

In partnership with the Buck Institute, our partners and the office of Family and Community Engagement, faculty, staff and parents receive researched-based professional development strategies and continuous support that should builds our collective knowledge of how to monitor student progress and plan for rigor and intervention. Additionally, the school in partnership with the community, holds workshops for parent and the community to promote and enhance knowledge of literacy strategies.

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.

In accordance with the CTU agreement, the school shall collaborate with the PPC/Faculty on the creation of the assessment calendar and types of assessments to be used in order to improve the achievement of individual students and the overall instructional program.

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.

The school develops an assessment calendar each year that identifies interim and formative assessments. The school also has a corresponding professional learning calendar that identifies when school teams shall meet to discuss student work and the instructional and supplemental approaches to be taken when students experience difficulty mastering at the proficient or advanced levels of academic achievement.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

The counseling department & behavioral health team advise proactively and responsively to the needs of students and families. These departments regularly leverage through referrals or programming the supports of the federal, state, and local services and programs including programs supported under No Child Left Behind, The schools Multitiered system of support has communicated these departments of support and advises students to connect with their mentor, adviser or trusted adult to initiate support.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations,

such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents will be invited to attend the annual Title I Parent Meeting to give input on Parent Involvement Activities via the Plan and Compact. Upon establishing a quorum for the LSC and PAC and post annual organizational meeting, Williams Prep will host at least one parent feedback meeting to discuss the parent engagement strategy and needed support.

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

Our Annual Title I Meeting will be held October 1, 2020. Our Organizational meeting will be held on November 19, 2020.

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.

This will be shared during summer enrichment for Freshmen and AP, parent/student orientation before the start of school in the parent handbook which will also be uploaded to the school's website. Parents will be given the opportunity to approve a full program for parent meetings on November 9 430 pm. We will go over the new/potential academic partner and strategies for partnering to meet benchmarks.

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.

This metric is shared with students during advisory to be taken home. They are also points of reference at the grade level town hall meetings and will be incorporated into the parent/student passport. Parents will receive 5 week reports on student progress from the grade level teams, school, counselor.

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.

School will draft and send home a formal letter to the families. A letter from the principal will be sent home informing parents of the status of their child's teacher if they are not "highly qualified".

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 PAC, ILT and school based FACE center will provide training to families via seminars and webinars. After attending Network and district training, these teams will deliver parent-focused training on monitoring student progress and the vertical alignment of standardized assessments. Parents will also be invited to attend these collaborative.

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 ILT and Disciplinary Teacher Teams will provide training to families via seminars and webinars. After attending Network and district training, teachers will deliver parent-focused training on monitoring student progress and the vertical alignment of standardized assessments. Parents will also be invited to attend these collaborative.

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.

Network & School based FACE as well as the Behavioral Health Team will be invited to provide training to the staff within the first 60 days of school via seminars or webinars. Additionally, this value is communicated at the school's summer and beginning of the year institutes.

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.

Williams will inquire into the Parents as Teachers Program and seek to offer such a partnership through the school based FACE center. Staff will be trained in effective communication and collaboration with parents and or guardians. Faculty/school will communicate with parents via a monthly newsletter with will include a "curriculum corner" for faculty and parents. We will also encourage faculty to use technology

such as remind and social media to establish relationships with families beyond the classroom.

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.

Williams communication team will send communication via mail, letter home, web, social media, electronic newsletter(mail chimp), and blackboard connect.We will provide parents with timely information regarding parent meeting , programs, workshops, etc via email, fliers home, social media, remind text, website, and phone blast. We will provide parents with timely information regarding parent meeting , programs, workshops, etc via email, fliers home, social media, remind text, website, and phone blast.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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.)

Our mission is to increase the matriculation rate of underrepresented minorities in top post-secondary institutions as well as applicants to the medical professions by involving all students in rigorous and engaging instruction.

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

The parent-teacher conference days are held in accordance with CPS report card pickup, one beginning of the year Parent-Teacher Meet and greet October 1, 2020 and Faculty will also make themselves available for parent-teacher conferences on request (in person and virtually).

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

In addition to Report card pick up, transcripts are sent home at the conclusion of each semester. Faculty also incentivizes the use of parent portal to check student grades. Parents have received consistent information about their child's progress through: 5 week progress reports, report cards, open houses, grade level team communications, grade level team town hall meetings, transcript readings, and upon request. Parents are also contacted by the teacher when academic interventions are unsuccessful.

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

Staff is available for consultation before or after school preferably with at least 24 hours notice. The faculty member must be made aware of the concern prior to the meeting in order to properly prepare for the restorative/supportive conference. More immediate availability will likely be available virtually as set up by each teacher.

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.

The school will have a minimum of 16 (4 per quarter) parent engagement opportunities in addition to volunteering and formal parent committees. Parents having attended the instructional walk seminars may observe classrooms for the purpose of providing constructive feedback.

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

Create a quiet academic space for students at home, set up notifications through parent portal, proactively contact teacher's as conditions conducive to optimal learning change (e.g. home living situation, medical conditions, etc). Each student will have a chromebook to assist with learning. Help students establish goals and develop effective effort skills. Parents will support their children's learning by attending scheduled parent conferences, monitoring attendance, homework completion, participating in webinars and asking questions when they are unsure of any school policy or initiative. A post secondary passport will be instituted as an incentive for parents to participate fully in the educational life of their children. Parents will be graded from A to F based on their completion/involvement in outlined activities. Incentives will be provided with successful ratings./benchmarks.

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

The programming and selection of student schedules is an inclusive process. Student schedule creation and changes are a collaborative process between families and school. Parents who attend LSC meetings and the PAC Meetings, as well as "Break Bread" with the Principal/faculty are afforded the opportunities to participate in the decision making process. Parents choosing not to attend our parent forums will have opportunities to meet with admin by request and make suggestions and recommendations.

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 set academic goals for which they will receive training/assistance in monitoring with their grade-level advisory seminars. Williams students will assure academic achievement by having excellent attendance, a positive attitude, being punctual, challenging themselves with advanced course work, engaging in internships, and entering scholastic competitions. They are expected to attend monthly seminars/colloquium, engage in councils, tutoring, extra curriculars, and service to round out their academic experience.

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.

In succession with 2 LSC meetings, 2 RCPU, Open House, Orientation (Summer), Senior and Junior Night , 2 additional Partner/Consultant Sessions, Parents will be trained on supporting student skill development in preparation for the PSAT, on the effectiveness and strategies of Quiet Time, and the opportunities for formal parent involvement e.g. instructional rounds participation and parent center volunteers.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$802.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$150.00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00