

# John Harvard Elementary School of Excellence 2020-2022 plan summary

## Team

Name	Role	Email	Access
Aisha McCarthy	Principal	akmccarthy@cps.edu	Has access
Brian Sanders	Counselor	bsanders11@cps.edu	No Access
Madeline Olm-Shipman	Primary Teacher	mrolmshipman@cps.edu	No Access
Latrice Madkins	ECE Teacher	lmcfarland@cps.edu	No Access
Courtney Brock	Intermediate Teacher	cbrock1@cps.edu	Has access
Marcia Randle	Middle School Teacher	mlrandle2@cps.edu	Has access
Donald Owens	Middle School Teacher	ddowens9@cps.edu	No Access
Angela Harston	Case Manager/DL teacher		No Access
Tilden Dunn	Attendance Coordinator		No Access
Barbara Garner	Parent/LSC Chair		No Access
Howard McCullum	ScienceTeacher	hmmccullum@cps.edu	No Access
George Colakovic	Music Teacher	grcolakovic@cps.edu	No Access
Allyson Gore	Restorative Justice Coordinator	acgore1@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
01/23/2020	Olm-Shipman, Brock, Hicks, McCarthy	Open discussion regarding survey and leading the priority developmet
01/27/2020	McCullum, Brock, Fossett, McCarthy, Randle, Garner, Snow	Review survey data to determine priority areas

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/29/2020	Randle, Owens, Brock, Hicks, Olm-Shipman, Madkins, Colakovic, McCullum, McCarthy,	Refine priority areas based on school-wide data
02/03/2020	Randle, Owens, Brock, Hicks, Olm-Shipman, Madkins, Colakovic, McCullum, McCarthy,	Goal Development, review of current data and trends
02/05/2020	McCarthy, Colakovic, Flood, McCullum, Snow, Garner, Edmonds, Randle, Fossett	Root cause and survey teachers
02/10/2020	McCarthy, Randle, Brock, McCullum, Flood, Fossett, Owens	Narrow priority frameworks based on survey
02/19/2020	McCarthy, Randle, Brock, McCullum, Flood, Fossett, Owens	Build TOA and strategies for priority 1
02/24/2020	McCarthy, Randle, Brock, McCullum, Flood, Fossett, Owens	Develop TOA and strategies for priority 2
02/26/2020	McCarthy, Colakovic, Flood, McCullum, Snow, Garner, Edmonds, Randle, Fossett	Develop TOA and strategies for priority 3 and 5
03/02/2020	McCullum, McCarthy, Flood, Brock, Randle, Owens	Develop TOA and strategies for priority 4
03/04/2020	Staff, Snow, Garner, Brown	Staff Review of TOA . suggestions for next steps and feedback
03/09/2020	McCullum, McCarthy, Flood, Brock, Randle, Owens	refine TOAs build next steps
03/11/2020	McCullum, McCarthy, Flood, Brock, Randle, Owens	refine TOAs build next steps
03/25/2020	Staff	Refine next steps and TOA impact on reading and math focus

## 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)
  - 3 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:** Instructional Leadership and Leadership team structure used to provide collaboration across all areas of the school. Teachers receive feedback and coaching from peers and leaders on a consistent basis and new teachers participate in monthly mentor sessions. School vision was developed with all stakeholders and is executed with a team approach, use feedback from all sources, parents, student community, and staff to make changes in implementation.
- 4 - Structure for Continuous Improvement
  - 3 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
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Data is used regularly to drive our teaching and learning cycles for both whole group and intervention groups. Teachers on the ILT and leadership teams developed the professional learning for both years with the goals from CIWP in mind. Scheduling reflects collaboration so that teachers can maximize teaching and planning time.

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum

- 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 4 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 4 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:** Annotations of modules used for instruction in reading and math. Unit planning across science and social studies
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 4 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
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 4 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:** Lesson planning documents, annotation of text, classroom observations and walkthroughs
- 3 - Balanced Assessment and Grading
  - 1 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
  - 2 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
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Alignment of categories in Gradebook across the school, equity in grades, opportunities for grade recoup. Use of teaching and learning cycle to reflect on data to provide consistent reteaching of skills and strategies.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 2 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)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 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)
  - 4 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)
  - 2 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)
  - 1 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)
  - 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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)
- **Evidence:** Establishes a published menu of interventions, consistency needed to track academic issues, communicating with parents the areas of deficiencies ongoing, set aside the time to meet with families outside of formally teacher conference time or IEP/referral meetings, Collaborate with RSP providers to ensure the correct tools and data collection, follow
- 3 - Transitions, College & Career Access, & Persistence
  - 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 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:** Students attend a high school fair in grades 5-8. Middle school students learn how to take notes and organization skills to support high school matriculation. Students also visit multiple colleges each year.

## 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:** SEL practices professional development and implementation of Second Step, Morning Meeting, Meditation, Pop chart, and calm corner Staff attended OSEL pd this summer and there is an SEL team currently.
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 4 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:** Schoolwide student experiences and organizations. Middle school students engage in debate and learning about civics as well as current events.
- 3 - 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)
  - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 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)
  - **Evidence:** Classroom and school organization, daily entry and exit routines, classroom transitions during the day. CPS policies are followed regarding student safety and interactions, use of parent conferences and community resources to support students going through trauma.
- 2 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 1 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Lack of system for restorative practices, counselor has anger management, social work intern. Lack of data collection system and analysis of tier 2 students, what is the intervention menu.
- 2 - Family & Community Engagement

- 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 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)
- 2 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
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** School assemblies, there is a need for additional opportunities for parents to interact with the school ongoing for academics

## School Excellence Framework Priorities

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



Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure 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	Literacy growth among all students
Root Cause 1	Limited knowledge on learning to read vs reading to learn and increasing student engagement in reading
Area of Critical Need 2	Math growth among all students
Root Cause 2	Limited use of data to identify needs areas skills vs conceptual understanding across all grades
Area of Critical Need 3	K-2 literacy attainment
Root Cause 3	Lack of family engagement and school culture towards literacy development

## 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: NWEA Growth G3-8 (Reading)	Overall		49.60	54.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Growth directly impacts student attainment, in order for us to increase the number of students on grade level, the growth index must increase exponentially.				
Vision: NWEA Growth G3-8 (Math)	Overall		46.10	52.00
Growth directly impacts student attainment, in order for us to increase the number of students on grade level, the growth index must increase exponentially.				
Vision: NWEA Attainment G2 (Reading)	Overall		36.60	41.60
Increasing the number of students on grade level by 2nd grade will have a positive impact on our 3rd - 8th grade attainment and growth data. It is important for students to be able to read by the end of second grade so they are able to use reading to learn new information.				
Vision: Attendance Rate	Overall		95.00	96.00
Students need to be in school everyday so that instruction can be continuous resulting increased growth in reading and math.				
(Blank)				

**Required metrics (Elementary) (33% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Focus on effective leadership and supportive environment as areas of improvement. Maintain growth in academic press and parent involvement.					

**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...	gain a deeper understanding of restorative approaches and identify structures and systems for implementing
Then we see...	classrooms with environments supportive of the teaching and learning process
which leads to...	decrease in interruptions to learning, an increase in student engagement, and increased growth in reading and math on NWEA
Budget Description	professional development of restorative practices, data collection tool - kickboard, Dunn pd with restorative coach(CPS?)
Tags	OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> <li>(Not started) SEL team with a focus on implementing restorative practices schoolwide Tags:OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>(Not started) SEL team attends multiple PD on restorative practices and develops professional development plan for staff Tags:CBE: SEL Integration, OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>(Not started) Weekly check-ins during 1st quarter Biweekly check-ins after to support staff with restorative practices and SEL Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment</li> <li>(Not started) Team define structure for SEL, Restorative Practices, and how they align with MTSS Tags:OSEL: Supportive and Equitable Discipline Practices, Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>(Completed) Teachers create class list for following school year collaboratively based on student interactions. Class lists are reviewed for adjustment at the end of semester 1. Tags:OSEL: Supportive Classroom Environment</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Team creates a restorative action reference guide</li> </ul> <p>Tags: OSEL: SEL Instruction, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>• (Not started) Outside resource to consult on planning and implementation of restorative practices</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Visit/team up with schools who are implementing restorative practices</li> </ul> <p>Tags:</p>
--	---

**Strategy 2**

If we do...	identify a team/staff leader to facilitate SVC across all grade levels to develop structures to increase communication and joint decision making between staff and students
Then we see...	collaboration between students and staff, commitment to the school community, and student involvement across multiple areas
which leads to...	Increase on 5Essential survey, students invested in school culture, and increased attendance
Budget Description	summer planning budget, CPS training/resources
Tags	Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Establish SVC Team to develop structures for student meetings, goals for year 1 and 2, criteria for student involvement, calendar of meetings</li> </ul> <p>Tags: Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>• (Not started) Establish a Student Discipline Committee</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> <li>• (Not started) Develop a committee of students who will engage in planning of student showcases such as Assemblies, Literacy Night,</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>• (Not started) Survey students monthly</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life</p>

### Strategy 3

If we do...	establish a cross-disciplinary team to define local criteria for behavior and academic tiers 1 - 3 and a menu of interventions at each tier
Then we see...	teachers collaborating around multiple data points, to appropriately tier students and building capacity for implementing appropriate interventions and strategies for reading and math at each tier
which leads to...	developing and continued use as measured by SAM (Self Assessment of Multi-tiered System of Supports ), increased student growth in reading and math and decreased level 4 and 5 behavior infractions
Budget Description	memberships in content professional organizations reading and math, summer planning, reading remediation professional development (summer), technology for personalized learning, calm classroom
Tags	MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Team Development (selection, professional development) Tags:MTSS: Shared Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Team uses SAM to establish school score Tags:MTSS, MTSS: Shared Leadership</li> <li>• (Not started) Team develops criteria for academic and behavior tiers 1-3 Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> <li>• (Not started) Team develops menu of interventions for academic and behavior tiers 2 and 3 Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Team develops a MTSS Flowchart for all staff Tags:MTSS</li> <li>• (Not started) Team provides professional development to staff on specific interventions and data collection Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Establish/Refine data collection system for MTSS Tags:MTSS</li> </ul>

## Strategy 4

If we do...	identify parent interests and community partners to develop stronger home-school relationships
Then we see...	an increase of parents and community involved in and supportive of the educational process and school activities
which leads to...	increased student attendance, enhanced school culture, increased parent involvement, increase on 5 Essential Survey
Budget Description	PAC funds for additional workshops
Tags	Family & Community Engagement
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Survey parents to see when they are available, how they can be involved, community issues Tags: Family &amp; Community Engagement, FACE2: Community Partnerships</li> <li>• (Not started) Engage parents in quarterly activities such as Doughnuts for Dads, Tags: FACE2: Parent Engagement</li> <li>• (Not started) Recognize parents in newsletter and quarterly awards assembly Tags: FACE2: Parent Engagement</li> <li>• (Not started) Coordinate with community agencies for monthly presentations "Parent University" incentives for parent participation Tags: FACE2: Community Partnerships, MTSS: Family and Community Engagement</li> <li>• (Not started) Plan a big Back to School Night to kick off the school year Tags: FACE2: Parent Engagement</li> <li>• (Not started) Quarterly awards for parents and community members Tags:</li> </ul>

## Action Plan

### Strategy 1

SEL team with a focus on implementing restorative practices schoolwide

May 01, 2020 to May 01, 2021 - McCullum/Brock/Colakovic/McCarthy

SEL team attends multiple PD on restorative practices and develops professional development plan for staff

May 01, 2020 to May 01, 2021 - McCullum/Brock/Colakovic/McCarthy

Weekly check-ins during 1st quarter Biweekly check-ins after to support staff with restorative practices and SEL

Sep 08, 2020 to Jun 05, 2021 - McCullum/Brock/Colakovic/McCarthy

Team define structure for SEL, Restorative Practices, and how they align with MTSS

Jun 01, 2020 to Aug 01, 2020 - McCullum/Brock/Colakovic/McCarthy

Completed Oct 20, 2020

Teachers create class list for following school year collaboratively based on student interactions. Class lists are reviewed for adjustment at the end of semester 1.

Jun 01, 2020 to Oct 24, 2020 - McCarthy

Team creates a restorative action reference guide

Jul 01, 2020 to Aug 15, 2020 - McCullum/Brock/Colakovic/McCarthy

Outside resource to consult on planning and implementation of restorative practices

May 01, 2020 to May 01, 2021 - Brock

Visit/team up with schools who are implementing restorative practices

Jul 01, 2020 to May 01, 2021 - Brock

## **Strategy 2**

Develop a committee of students who will engage in planning of student showcases such as Assemblies, Literacy Night,

Sep 28, 2020 to Oct 30, 2020 - Flood, Dunn

Establish a Student Discipline Committee

Sep 28, 2020 to Oct 30, 2020 - Flood, Dunn

Establish SVC Team to develop structures for student meetings, goals for year 1 and 2, criteria for student involvement, calendar of meetings

Jun 22, 2020 to Aug 14, 2020 - McCarthy, Dunn, Flood

Survey students monthly

Sep 08, 2020 to May 31, 2021 - Team and Sykes

### **Strategy 3**

Team Development (selection, professional development)

Apr 27, 2020 to Jun 01, 2020 - Fossett/Owens

Team uses SAM to establish school score

Sep 25, 2020 to Nov 01, 2020 - Fossett, Randle

Team develops criteria for academic and behavior tiers 1-3

Jun 22, 2020 to Aug 14, 2020 - Fossett, Randle

Team develops menu of interventions for academic and behavior tiers 2 and 3

Jun 22, 2020 to Aug 14, 2020 - Team

Team develops a MTSS Flowchart for all staff

Jul 27, 2020 to Aug 21, 2020 - Team

Team provides professional development to staff on specific interventions and data collection

Aug 31, 2020 to Dec 18, 2020 - Randle, Fossett

Establish/Refine data collection system for MTSS

Jul 27, 2020 to Nov 13, 2020 - McCarthy, Fossett, Randle

### **Strategy 4**

Survey parents to see when they are available, how they can be involved, community issues

Aug 24, 2020 to May 31, 2021 - Lee, Dunn, Snow, Gardner

Engage parents in quarterly activities such as Doughnuts for Dads,

Sep 30, 2020 to Jun 05, 2021 - McCarthy, Giwamorye

Recognize parents in newsletter and quarterly awards assembly

Sep 08, 2020 to Jun 05, 2021 - McCarthy, Giwamorye



Coordinate with community agencies for monthly presentations "Parent University" incentives for parent participation

Jun 01, 2020 to May 31, 2021 - Sanders, Houston

Plan a big Back to School Night to kick off the school year

Jul 01, 2020 to Oct 01, 2020 - McCarthy, Dunn

Quarterly awards for parents and community members

-

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

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

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

### ESSA Schoolwide Program

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

The Instructional Leadership Team reviews state and district data as well as local assessments to determine the effectiveness of all programming. Curriculum, instructional strategies, and operational systems are evaluated to provide a detail description of schoolwide needs.

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

Evaluating programming to determine if it is equitable for all students. Aligning goals to strategies that ensure all students are provided opportunities to achieve at or above proficiency.

**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.**

Harvard will provide after school tutoring and during the school day intervention to address the need of our population. In addition to using MTSS to differentiate instruction and meet students where they are, students will have access to electronic programs to support skill development and practice beyond the school day. Harvard teachers will participate in professional development to build the capacity of implementing intervention strategies and collecting data for improvement.

**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).**

MTSS is used to provide daily intervention to address the needs of all students. This targeted instruction for both academics and social emotional learning supports students who are at risk. Students will have access to a full time counselor to provide individual and group services, support for high school transition 6th - 8th, and college and career awareness. Harvard has also partnered with Advocate Christ Medical Center to provide additional behavioral services to families on a referral basis.

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

Harvard utilizes multiple avenues to advertise for teachers across the country. In addition the school partners with both Teach for America and Chicago Public Schools for referrals of highly qualified candidates. Harvard provides ongoing professional development and mentoring to new teachers for the first two years to support their success.

**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.**

Harvard utilizes professional learning communities led by teachers to build capacity through research and practice. Together teachers unpack a problem of practice that impacts student learning and develop strategies based on research. Teachers collect data on implementation and reflect on results to make adjustments in instruction. Support staff receives professional development from the ILT team as well as network and district to keep them abreast on policies and best practices. All staff attends school wide professional development as well as network and district learning opportunities as they pertain to their job duties.

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

Harvard has established a parent engagement team that will develop monthly parent university, quarterly parent events such as literacy, math, stem, and career nights. In addition the team will survey parents to gain insight on the parent interests and issues that will be used for parent activities throughout the year.

**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.**

The Headstart and kindergarten teachers collaborate with families to ensure there is a seamless transition to the elementary programs. Parents are invited to a annual kindergarten orientation to learn about the expectations for the next school year. The teacher collaborate throughout the year so there is a continuity to student learning as they matriculate to kindergarten and first grade.

**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.**

Each year teachers participate in an assessment vote to determine which assessments the school will use to measure student growth and development at the local level. District and state assessments are mandated.

**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.**

MTSS is used to identify students who may need additional assistance. Teachers regularly collect student data to measure students mastery of skills and provide additional instruction based on student tiers. Students are provided additional support or support is reduced depending on student progress. Students are provided with some level of intervention until they are at or above grade level.

**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.**

Both Head Start and Nutrition Programs (free and reduced lunch and fresh fruits and vegetables program) will be provided to the families at Harvard. The school works to ensure these programs are a seamless part of the school. all students participate in the free and reduced lunch program. Harvard has a learning garden to support nutrition education.

## 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 and families will be involved in the review and revision of parental and family engagement plans and policies and the school review and improvement policies through monthly parent activities. At each meeting/activity information regarding the plans and school improvement review will be made available. At both the LSC and PAC meetings families will have opportunities to provide feedback and make suggestions to each of the plans. Parents will be surveyed quarterly to collect feedback from parents who aren't able to make parent or family meetings and events. Information regarding the plans will be published in the school quarterly newsletter.

**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**

Parents and families will be invited to the Title I Annual Meeting and the Title I PAC Organization meeting beginning the first day of school through flyers, DOJO messages, emails, and robocalls. The Title I Annual Meeting will be held on Wednesday, September 16, 2020 at 9:00AM followed by the PAC Organizational Meeting on Wednesday, September 16, 2020 9:45AM.

**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.**

Any suggestions will be presented to the LSC to ensure alignment to the school priorities in the CIWP. Once alignment is established a team of appropriate school stakeholders will work on a plan for implementation or adjustments. Parents and family members will receive feedback on suggestions in a timely manner.

**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.**

Parents will receive the written student report of state assessment performance when they are distributed to the school. The reports are distributed on parent conference days so teachers can discuss progress with parents.

**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.**

Harvard will send a letter home to parents of all students taught by a teacher for four weeks who is deemed not highly qualified. The letter will be sent by hand.

**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.**

Parents will receive support in understanding state standards and how to monitor and support student progress through a series of workshops. Teachers will also be available to parents throughout the year to assist with understanding academic achievement and assessment data.

**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.**

Harvard will implement parent university on a monthly basis to provide training and development for parents and family members. Topics for parent university will be selected by parents through quarterly surveys.

**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 parent engagement team will provide support to the entire staff on how to communicate with parents on a consistent basis. The team will also implement strategies to bridge gaps between parents and classroom teachers leading to increased parent involvement.

**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.**

The Headstart teachers will collaborate with the primary team to ensure that programs for parents are integrated into the larger school community. This strengthens parent involvement throughout their elementary years. Parents will be asked to volunteer at least four days a year in 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.**

All school information will be translated in the appropriate language for the parent and families of all students. Materials sent from the district will be copied in the appropriate language and other materials will be translated.

## Policy Implementation Activities

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

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

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

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

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

N/A

### **School-Parent Compact (Complete)**

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

Harvard School of Excellence promotes a rigorous academic experience emphasizing literacy, mathematics, science, fine arts, and healthy living tailored to meet the needs of every student at each stage of their development. We are committed to providing a positive, student centered approach, which cultivates a sense of personal integrity, discipline, and community responsibility.

**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.**

Back to School Night September 23, 2020  
Report Card Pick Up November 18, 2020  
Report Card Pick Up April 21, 2021

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

Parents will be provided with written progress reports every five weeks. These reports will be distributed by hand to the students on the following days:

October 9, 2020  
November 18, 2020  
December 18, 2020  
February 4, 2021  
March 12, 2021  
April 21, 2021  
May 21, 2021  
June 22, 2021

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

The staff will have office hours by appointment during the teachers preparation periods. Teachers can also make arrangements to meet with parents before or after the school day (before 8:45AM or after 4PM). Parents are encouraged to email the teacher to set up an appointment date and time.

**The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.**

Parents are encouraged to volunteer every day of the week as long as they have cleared the districts background check process. Parents and family members may also attend fieldtrips and help with school activities on an ongoing basis and are encourage to do so. All parents will be encouraged to complete the volunteer application at registration and Back to school night.

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

Harvard parents will assist students with attendance, specifically ensuring students arrive on time daily. Parents and families will provide a place for students to complete homework and read for 20 minutes daily.

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

Parents will consult with the school monthly at LSC and PAC meetings to give input in decisions regarding thier children's education. Parents will also participate in regular parent teacher conferences to develop the best plan collaboratively with the teacher for their child's success.

**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).**

Harvard will utilize the student voice committee, student govenment, and student ambassadors to be models of the message. They will colloborate with staff to set goals and develop incentives to reach goals. Staff wil use surveys to support student engagement to increase ownership of academic achievement and success.

## 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.**

Monthly parent workshops to provide support with academic achievement and SEL development. Goal to increase parent engagement measured by the number of parent volunteers and attendance at PAC meetings. Topics will be developed by the parent engagement team (Youth interventionists, LSC parent reps, Counselor)

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$400.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1600.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$300.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$400.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00



