

Theodore Herzl Elementary School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|------------------|--|-----------------------------|------------|
| Tamara Davis | Principal | TLDavis28@cps.edu | Has access |
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| Anna Reyes | Teacher/Lead Primary/Int. Math Teacher/ILT | akreyes6@cps.edu | No Access |
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| Ashley Leonard | Asst. Dean/Lead Security Officer | aleonard@cps.edu | No Access |
| Johnny Logan | Dean/Counseling Office Asst. | jblogan@cps.edu | No Access |
| Pat Bell | Community Member/LSC | | No Access |

| Name | Role | Email | Access |
|--------------|--------------|----------------|---------------|
| Takeya Dagen | School Clerk | tdagen@cps.edu | Has access |

Team Meetings

| Date | Participants | Topic |
|-------------|--|--|
| 01/21/2020 | ILT | Self-Assessment |
| 01/22/2020 | Herzl Parents During Coffee Clutch | Self-Assessment |
| 02/18/2020 | ILT | Areas of Critical Need |
| 02/19/2020 | Parents, PAC Officers, Community Members | Areas of Critical Need |
| 03/03/2020 | ILT | School Climate Action Plan |
| 03/05/2020 | SEL Leadership Team | School Climate Action Plan |
| 03/17/2020 | ILT | Root Cause Analysis |
| 03/18/2020 | Parents, PAC Officers, Community Members | Root Cause Analysis |
| 03/31/2020 | ILT | Theories of Actions |
| 04/28/2020 | ILT | Finalize Action Steps |
| 04/29/2020 | Parents, PAC Officers, Community Members | Finalize Action Steps |
| 05/12/2020 | ILT | Final Draft, Parent Compact, Fund Compliance |
| 05/20/2020 | Parents, PAC Officers, Community Members | Final Draft, Parent Compact, Fund Compliance |

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
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Teacher Check-In Surveys, Teacher Leadership Team Meeting Notes, Coaching Notes, PD Agendas and Notes
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 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
 - 4 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
 - 2 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:** Teacher/Staff Check-In Survey, SEL Team Meeting Notes, SEL Certification, School Schedule, PD Plan, ILT Meeting Notes, PAC Meeting Notes, Parent Meeting Agenda & Docs

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 3 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:** Curricular Resources, Lesson Plans, PD Plans, Classroom Libraries, School Library, School Schedule, Classroom Observations, Budget, PD Agendas and Docs
- 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
 - 3 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:** Classroom Observations, REACH, Lesson Plans, MTSS Meeting Notes and Docs
- 4 - 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
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 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
 - 4 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:** PD Plan, Cluster Team Meeting Docs, Content-Team Meeting Docs, Planning Materials, Data Analysis Templates, ANet Interim Assessments, BOU, MOU, & EOU Module Assessments, ILT Meeting Docs, MTSS Meeting Docs, Gradebook Checks, Know Your Numbers Reports, AUSL Dashboard
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 4 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)
- 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)
- 4 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:** MTSS Meeting Doc, Intermediate and Primary Folders on Google Drive, Progress Monitoring Tools and Data, Data Analysis Templates, Community Partnerships List, PD Docs
- 3 - 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)
 - 3 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:** Parent Meeting Notes, SEL Class Observation, School Counselor Predictable Schedule, School Counselor/AP Meeting Docs, HS Application Rate, Advisory Classroom Observation

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:** School Schedule, Herzl Master Calendar, Student Behavior and Intervention Plans, Classroom Observation, Lunch/Recess Observation, SEL Teacher Leadership Team Meeting Notes & Docs, PD Plan, PD Agendas and Docs
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 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
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** SEL Classroom Observations, Classroom Observations, Lesson Plans, School Environment Artifacts, SEL Teacher Leadership Team Meeting Notes & Docs
- 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)
 - 3 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:** Staff Handbook, School Environment Artifacts, Classroom Observations, Kickboard Data & Usage, Aspen Reports, Herzl Master Calendar, SEL Teacher Leadership Team Meeting Notes & Docs
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 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)
- 3 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 Excellence Framework Priorities

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

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 Attainment, Proficiency, and Growth |
| Root Cause 1 | Teachers do not yet consistently apply the mindset, knowledge, and skills to implement effective literacy instruction due to low expectations of students, inefficient classroom management structures and procedures, and data-informed instructional decisions |
| Area of Critical Need 2 | MTSS |
| Root Cause 2 | Teachers, staff members, and instructional leaders need to prioritize, and receive cohesive supports and structures to implement, and have accountability for universal and targeted SEL competencies. |
| Area of Critical Need 3 | Relational Trust |
| Root Cause 3 | Staff members and scholars require clarity about what it means to live out the Herzl Doctrine in beliefs, actions, and as a member of the Herzl community. |
| Area of Critical Need 4 | Family and Community Engagement |
| Root Cause 4 | Due to staff's mindsets/biases/archetypes, Herzl staff warrant more tools to effectively communicate and build positive relationships with families in culturally competent ways. |

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 Attainment G2 (Reading) | Overall | | 30.60 | 32.60 |
| We chose this metric because it reflects our critical need for improvement in the | Male | | 29.80 | 31.80 |

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|---|---|---|-----------------------|-----------------------|
| proficiency and attainment of our primary level readers. | | | | |
| Vision: NWEA Growth G3-8 (Reading) | Overall | | 53.50 | 54.30 |
| We chose this metric because it reflects our critical need for improvement in the proficiency, growth, and attainment of our students in reading. | Male | | 46.00 | 46.80 |
| Vision: NWEA Attainment G2-8 (Reading) | Overall | | 34.40 | 38.40 |
| We chose this metric because it reflects our critical need for improvement in the proficiency and attainment of our students in reading. | Male | | 32.20 | 37.20 |
| SQRP: National School Growth Percentile - Reading (Grades 3-8) | Overall | | 56.00 | 58.00 |
| We chose this metric because it reflects our critical need for improvement in the proficiency, growth, and attainment of our students in reading. | Male | | 48.00 | 52.00 |
| SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) | Overall | | 52.20 | 54.20 |
| We chose this metric because it reflects our critical need for improvement in the proficiency, growth, and attainment of our students in reading. | Students with IEPs | | 50.40 | 52.40 |

Required metrics (Elementary) (33% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|--|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| My Voice, My School 5 Essentials Survey We chose organized and well-organized as goals to sustain our level, while improving within the areas of critical attention that would afford a well-organized rating in 2021-2022. Also, schools that | | | | | |

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| achieve organized or well-organized are more poised for improvement, and growth in student achievement. | | | | | |

Custom metrics (0% complete)

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

Strategies

Strategy 1

| | |
|--------------------|--|
| If we do... | If we provide extensive professional development around SEL competencies, and are explicit and direct with our school mission and vision, |
| Then we see... | Then our staff will provide culturally relevant, high quality, standards aligned instruction in which SEL competencies are embedded into the core content, |
| which leads to... | Which will result in students implementing Tier 1 and/or Tier 2 strategies to manage their emotions, make responsible decisions, demonstrate empathy towards others, and exhibit respect. |
| Budget Description | Continue to partner with outside vendors on SEL competencies (Professional Development Consultants/Vendors). Purchase updated SEL curriculum. (Materials) |
| Tags | MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment |
| Action steps | <ul style="list-style-type: none"> (Not started) Research and identify the SEL curriculum that best fits the needs of our students Tags:MTSS: Curriculum & Instruction, OSEL: SEL Instruction (Not started) Develop a school schedule that incorporates SEL instruction and practices on a weekly basis Tags:OSEL: SEL Instruction (Not started) Align SEL competencies with school mission, vision and PBIS. |

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| | <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Partner with the chosen SEL curriculum vendors, to create an appropriate professional development plan for a two year roll out <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Create student and staff surveys in alignment with SEL competencies, curriculum and professional development plans <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Monitor implementation of SEL instruction through observations and coaching to provide feedback, personally reflect, and/or action plan for effectiveness and quality of SEL at least once a month. <p>Tags:MTSS: Fidelity of Implementation, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> • (Not started) Analyze student level data from the following: Kickboard (PBIS), discipline referrals, student surveys, climate & culture observation tool, classroom observation notes <p>Tags:MTSS: Fidelity of Implementation, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Analyze staff level data from the following: Kickboard Usage (PBIS), discipline referrals, staff surveys, classroom observation notes <p>Tags:MTSS: Fidelity of Implementation, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Create and implement SEL opportunities for families at least once per quarter via parent workshops, family engagement nights, virtual learning, PAC <p>Tags:MTSS: Family and Community Engagement, OSEL: SEL Instruction</p> |
|--|---|

Strategy 2

| | |
|----------------|---|
| If we do... | If we restructure small group literacy instruction and provide targeted support and development to teachers on grade-level instructional components, strategic remediation opportunities, and aligned interventions, |
| Then we see... | Then teachers will feel confident in their capacity to implement research based strategies for rigorous instruction, their knowledge of collecting and using accurate data to differentiate to meet the needs of all students, and their ability to reduce the frequency of challenging behaviors |

| | |
|--------------------|---|
| which leads to... | Which will increase the percentage of K-8th grade students attaining grade level proficiency in literacy. |
| Budget Description | Continue use of CKLA Curriculum in Literacy for K-2. Utilize School Based Coach to support K-2 teachers through coaching cycles and professional development. |
| Tags | Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation |
| Action steps | <ul style="list-style-type: none"> <p>• (Not started) Review CKLA Skills curriculum Grades K-2, Units 1-5; Conduct deep dive into CKLA Assessment and Remediation Guide Grades K-2, Units 1-5</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) Develop CKLA Skills Roadmap for Grades K-2, Units 1-5, designating instructional tasks for whole group and small group instruction</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) Design ?Intervention Road Map? for SGI for Units 1-5 for K-2 students well below and below grade level</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) Develop core independent SGI stations/rotations aligned to ?Big 5? literary elements for K-2; research supplemental resources for rigorous instructional tasks for independent stations</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) Revise teacher-led SGI template grades K-2</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) Revise master schedule for literacy block K-2</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation</p> |

- (Not started) Develop first 60 day rollout plan K-2, teacher facing and admin-facing

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Train K-2 staff members to implement new Skills WGI/SGI structures and introduce roll out plan

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Implement 60 day roll out plan, introduce routines and procedures, building stamina for new instructional activities and rotations

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Administer mCLASS K-2; design and administer any other supplemental assessments (ex. Letter-sound assessment)

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Create data-driven K-2 small groups based on available data, align scope and sequence for each small group to intervention road map, and plan progress monitoring for each group

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Annotate K-2 Skills lesson plans with differentiation strategies for each teacher-led SG

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Monitor SGI student outcomes via available resources (SI, Skills, Mclass, tracker) and document intervention for ALL Tier 2 and Tier 3 MTSS students utilizing gradebook logging tool.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Conduct monthly K-2 data reviews to adjust groupings and instructional strategies based on student needs.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Design and implement cluster scope and sequence on differentiation, formative assessment, intervention, and remediation

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Complete coaching cycles including observation, feedback, conferencing resulting in change of teacher practice.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Conduct peer observations (in person or through video) SGI practices within and across grade bands to provide feedback, personally reflect, and/or action plan for effectiveness and quality of SGI at least once a month.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Review CKLA Skills curriculum Grades K-2, Units 6-10; Conduct deep dive into CKLA Assessment and Remediation Guide Grades K-2, Units 6-10.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Develop CKLA Skills Roadmap for Grades K-2, Units 6-10, designating instructional tasks for whole group and small group instruction

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Design ?Intervention Road Map? for SGI for Units 6-10 for K-2 students well below and below grade level

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation

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| | <ul style="list-style-type: none"> (Not started) Engage in cycles of inquiry and reflection to ensure effective implementation <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Personalized Learning: Tailored Learning/Differentiation</p> |
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Strategy 3

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| If we do... | If staff support and respect one another personally and professionally by modeling our strong norms for responsible behavior through the Herzl Doctrine, |
| Then we see... | Then staff will foster and exhibit supportive, caring, and respectful staff- staff, and staff-student interactions, |
| which leads to... | Which will result in a sense of belonging to the school and classroom community, in which staff- student, staff-staff, and student-student interactions are more often positive, than corrective. |
| Budget Description | Investment in human resources include professional learning, budgeting for professional learning, and affordance of time during and after school for professional learning. |
| Tags | Relational Trust, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment |
| Action steps | <ul style="list-style-type: none"> (Not started) Staff will participate in quarterly professional development where they do an in-depth analysis of the SEL components. Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment (Not started) Staff will participate in team building activities at least 2-3x a year with the purpose of building trust and learning about staff personally and professionally. Tags:Relational Trust (Not started) Establish connection between Herzl Doctrine and SEL competencies and set monthly and/or quarterly foci Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions (Not started) Modify Kickboard to include Herzl Doctrine principles for school focus and student reflection |

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| | <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) Development and Implementation of Herzl Doctrine Staff Self-Assessment Tool <p>Tags:Relational Trust, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Development and implementation of Herzl Doctrine School Observation Tool <p>Tags:Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Analysis of Herzl Doctrine Staff Self-Assessment & School Observation Tools, with resulting Growth Plans <p>Tags:Relational Trust, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Staff and students receive daily and timely public recognition when observed modeling the norms of the Herzl Doctrine <p>Tags:Relational Trust, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> |
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Strategy 4

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| If we do... | If staff confront their implicit and explicit bias and mindsets regarding family engagement and communication, |
| Then we see... | Then we can provide coaching, targeted guidance, and structures to establish meaningful relationships with families, |
| which leads to... | Which will increase the frequency and means of positive communication and relationships between Herzl parents and staff. |
| Budget Description | Increase engagement with, and partnership with FACE, fill vacant Parent Resource Teacher position, install a functioning LSC while building upon their strengths, leverage existing partner, community organizations, professional development team to work with staff regarding cultural competency and mindsets |
| Tags | Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement |
| Action steps | <ul style="list-style-type: none"> • (Not started) School Parent Education Specialist creates calendar, means, and provision of workshops based on the seven areas of concentration which include: Child Development, Parenting, Literacy and Language, Math, health Safety and |

Nutrition, Field Experiences, Community Resources, Career Education and Personal Development.

Tags:Family & Community Engagement, FACE2: Parent Engagement, OECE: PK Family Engagement

- (Not started) Create and administer a needs-assessment and mindset, staff survey regarding school-parent engagement

Tags:Family & Community Engagement, Equity: Inclusive Partnerships, FACE2: Parent Engagement

- (Not started) Analyze results of staff survey to create professional development on engaging with families

Tags:Family & Community Engagement, Equity: Inclusive Partnerships, MTSS: Family and Community Engagement

- (Not started) Create, articulate, and communicate to staff expectations for regularly communicating with families

Tags:Family & Community Engagement, MTSS: Family and Community Engagement

- (Not started) Provide an asset-based system for collecting and managing staff communication between staff and parents

Tags:Family & Community Engagement, FACE2: Parent Engagement

- (Not started) Consistently communicate with parents through a monthly calendar of school activities, instructional focus, home activities that connect to school curriculum, attendance reminders, and other important information i.e. parent newsletter, social media communications, email list for communication

Tags:Family & Community Engagement, FACE2: Parent Engagement, OECE: PK Family Engagement

- (Not started) Hold quarterly family engagement activity nights that encourage students and their parents to be involved. i.e: literacy night, math night, game night, fitness night, movie night, etc

Tags:Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, OECE: PK Family Engagement

- (Not started) Develop and implement a quarterly, school wide assignment for students and parents to complete that would demonstrate parent involvement

Tags:Family & Community Engagement, OECE: PK Family Engagement

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| | <ul style="list-style-type: none"> • (Not started) Educate and encourage parent access and use of CPS University, Parent Portal, FACE, and Chicago Early Learning through written communication, parent workshops, yearly parent orientations, end of year parent meetings, and school created social media channels <p>Tags: Family & Community Engagement, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC</p> <ul style="list-style-type: none"> • (Not started) Identify partner organization to facilitate professional development on mindset, bias, and cultural competency <p>Tags: Family & Community Engagement, Equity: Inclusive Partnerships, Equity: Resource Equity, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Include school-parent engagement and relationships in Staff PD Plan <p>Tags: Leadership for Continuous Improvement, Family & Community Engagement, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Distributed Leadership</p> |
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Action Plan

Strategy 1

Research and identify the SEL curriculum that best fits the needs of our students

Jul 01, 2020 to Aug 31, 2020 - ILT, SEL Team

Develop a school schedule that incorporates SEL instruction and practices on a weekly basis

Jul 01, 2020 to Aug 31, 2020 - ILT

Align SEL competencies with school mission, vision and PBIS.

Jul 01, 2020 to Aug 31, 2020 - ILT, SEL Team

Partner with the chosen SEL curriculum vendors, to create an appropriate professional development plan for a two year roll out

Jul 01, 2020 to Jul 01, 2022 - ILT, SEL Team

Create student and staff surveys in alignment with SEL competencies, curriculum and professional development plans

Jul 01, 2020 to Jul 01, 2022 - ILT, SEL Team

Monitor implementation of SEL instruction through observations and coaching to provide feedback, personally reflect, and/or action plan for effectiveness and quality of SEL at least once a month.

Oct 01, 2020 to Jun 30, 2023 - ILT, SEL Team, School Based Coach, Content Team Leads, Teachers

Analyze student level data from the following: Kickboard (PBIS), discipline referrals, student surveys, climate & culture observation tool, classroom observation notes

Oct 01, 2020 to Jun 30, 2023 - ILT, SEL Team, Teachers, Students

Analyze staff level data from the following: Kickboard Usage (PBIS), discipline referrals, staff surveys, classroom observation notes

Oct 01, 2020 to Jun 30, 2023 - ILT, SEL Team, Teachers

Create and implement SEL opportunities for families at least once per quarter via parent workshops, family engagement nights, virtual learning, PAC

Oct 01, 2020 to Jun 30, 2023 - ILT, SEL Team, Parent Resource Teacher

Strategy 2

Review CKLA Skills curriculum Grades K-2, Units 1-5; Conduct deep dive into CKLA Assessment and Remediation Guide Grades K-2, Units 1-5

Jun 01, 2020 to Aug 31, 2020 - ILT, ELA Team Leads, School-Based Coach

Develop CKLA Skills Roadmap for Grades K-2, Units 1-5, designating instructional tasks for whole group and small group instruction

Jun 01, 2020 to Aug 31, 2020 - ILT, ELA Team Leads, School-Based Coach

Design ?Intervention Road Map? for SGI for Units 1-5 for K-2 students well below and below grade level

Jun 01, 2020 to Aug 31, 2020 - ILT, ELA Team Leads, School-Based Coach

Develop core independent SGI stations/rotations aligned to ?Big 5? literary elements for K-2; research supplemental resources for rigorous instructional tasks for independent stations

Jun 01, 2020 to Aug 31, 2020 - ILT, ELA Team Leads, School-Based Coach

Revise teacher-led SGI template grades K-2

Jun 01, 2020 to Aug 31, 2020 - ILT, ELA Team Leads, School-Based Coach

Revise master schedule for literacy block K-2

Jun 01, 2020 to Aug 31, 2020 - ILT, ELA Team Leads, School-Based Coach

Develop first 60 day rollout plan K-2, teacher facing and admin-facing

Jun 01, 2020 to Aug 31, 2020 - ILT, ELA Team Leads, School-Based Coach

Train K-2 staff members to implement new Skills WGI/SGI structures and introduce roll out plan

Aug 01, 2020 to Sep 30, 2020 - ILT, ELA Team Leads, School-Based Coach

Implement 60 day roll out plan, introduce routines and procedures, building stamina for new instructional activities and rotations

Aug 23, 2020 to Oct 31, 2020 - K-2 Teachers

Administer mCLASS K-2; design and administer any other supplemental assessments (ex. Letter-sound assessment)

Sep 01, 2020 to Oct 31, 2020 - K-2 Teachers, School-Based Coach

Create data-driven K-2 small groups based on available data, align scope and sequence for each small group to intervention road map, and plan progress monitoring for each group

Sep 01, 2020 to Oct 31, 2020 - K-2 Teachers, School-Based Coach

Annotate K-2 Skills lesson plans with differentiation strategies for each teacher-led SG

Aug 23, 2020 to Jun 30, 2022 - K-2 Teachers, School-Based Coach

Monitor SGI student outcomes via available resources (SI, Skills, Mclass, tracker) and document intervention for ALL Tier 2 and Tier 3 MTSS students utilizing gradebook logging tool.

Sep 01, 2020 to Jun 30, 2022 - K-2 Teachers, School-Based Coach, ILT, MTSS Committee

Conduct monthly K-2 data reviews to adjust groupings and instructional strategies based on student needs.

Sep 01, 2020 to Jun 30, 2022 - K-2 Teachers, School-Based Coach, ILT, MTSS Committee

Design and implement cluster scope and sequence on differentiation, formative assessment, intervention, and remediation

Sep 01, 2020 to Jun 30, 2022 - School Based Coach

Complete coaching cycles including observation, feedback, conferencing resulting in change of teacher practice.

Sep 01, 2020 to Jun 30, 2022 - School Based Coach, ILT, Literacy Leads, Admin

Conduct peer observations (in person or through video) SGI practices within and across grade bands to provide feedback, personally reflect, and/or action plan for effectiveness and quality of SGI at least once a month.

Sep 01, 2020 to Jun 30, 2022 - School Based Coach, ILT, Literacy Leads, Admin

Review CKLA Skills curriculum Grades K-2, Units 6-10; Conduct deep dive into CKLA Assessment and Remediation Guide Grades K-2, Units 6-10.

Dec 01, 2020 to Jan 30, 2021 - School Based Coach, ILT, Literacy Leads, Admin

Develop CKLA Skills Roadmap for Grades K-2, Units 6-10, designating instructional tasks for whole group and small group instruction

Dec 01, 2020 to Jan 30, 2021 - Teachers, School-Based Coach, ELA Leads, ILT

Design ?Intervention Road Map? for SGI for Units 6-10 for K-2 students well below and below grade level

Dec 01, 2020 to Jan 31, 2021 - Teachers, School-Based Coach, ELA Leads, ILT

Engage in cycles of inquiry and reflection to ensure effective implementation

Dec 01, 2020 to Jun 30, 2022 - Teachers, School-Based Coach, ELA Leads, ILT

Strategy 3

Staff will participate in quarterly professional development where they do an in-depth analysis of the SEL components.

Aug 24, 2020 to Jun 17, 2022 - Admin, ILT, School Counselor, Social Worker

Staff will participate in team building activities at least 2-3x a year with the purpose of building trust and learning about staff personally and professionally.

Aug 24, 2020 to Jun 17, 2022 - Admin, ILT, SEL Team

Establish connection between Herzl Doctrine and SEL competencies and set monthly and/or quarterly foci

Sep 01, 2020 to Jun 17, 2022 - Admin, ILT, SEL Team, Staff

Modify Kickboard to include Herzl Doctrine principles for school focus and student reflection

Jul 01, 2020 to Aug 28, 2020 - Asst. Dean, Clerk Asst.

Development and Implementation of Herzl Doctrine Staff Self-Assessment Tool

Jul 06, 2020 to May 27, 2022 - Admin, SEL Team, School Counselor, Deans

Development and implementation of Herzl Doctrine School Observation Tool

Jul 06, 2020 to May 27, 2022 - Admin, SEL Team, School Counselor, Deans

Analysis of Herzl Doctrine Staff Self-Assessment & School Observation Tools, with resulting Growth Plans

Nov 06, 2020 to Jun 17, 2022 - Admin, SEL Team, Counselor, Deans

Staff and students receive daily and timely public recognition when observed modeling the norms of the Herzl Doctrine

Sep 01, 2020 to Jun 17, 2022 - Staff, Clerks, SEL Team

Strategy 4

School Parent Education Specialist creates calendar, means, and provision of workshops based on the seven areas of concentration which include: Child Development, Parenting, Literacy and Language, Math, health Safety and Nutrition, Field Experiences, Community Resources, Career Education and Personal Development.

Aug 24, 2020 to Jun 04, 2021 - Parent Resource Teacher, School Com. Rep

Create and administer a needs-assessment and mindset, staff survey regarding school-parent engagement

Jul 13, 2020 to Aug 28, 2020 - Admin, PRT, Parent Engagement Lead

Analyze results of staff survey to create professional development on engaging with families

Sep 04, 2020 to Jun 18, 2021 - Admin, PRT, Parent Engagement Lead

Create, articulate, and communicate to staff expectations for regularly communicating with families

Jul 06, 2020 to Aug 21, 2020 - Admin, ILT

Provide an asset-based system for collecting and managing staff communication between staff and parents

Jul 06, 2020 to Aug 21, 2020 - Admin, PRT, SCR, Clerk Asst.

Consistently communicate with parents through a monthly calendar of school activities, instructional focus, home activities that connect to school curriculum, attendance reminders, and other important information i.e. parent newsletter, social media communications, email list for communication

Jul 06, 2020 to Jun 18, 2021 - Parent Resource Teacher, Head Teacher, Admin., Teachers, Clerks

Hold quarterly family engagement activity nights that encourage students and their parents to be involved. i.e: literacy night, math night, game night, fitness night, movie night, etc

Sep 01, 2020 to Jun 18, 2021 - Admin., Parent Resource Teacher, Head Teacher, ILT, Teachers

Develop and implement a quarterly, school wide assignment for students and parents to complete that would demonstrate parent involvement

Aug 24, 2020 to Jun 18, 2021 - Admin., Parent Resource Teacher, Teachers

Educate and encourage parent access and use of CPS University, Parent Portal, FACE, and Chicago Early Learning through written communication, parent workshops, yearly parent orientations, end of year parent meetings, and school created social media channels

Jul 06, 2020 to Jun 18, 2021 - Parent Resource Teacher, Head Teacher, PAC, LSC

Identify partner organization to facilitate professional development on mindset, bias, and cultural competency

May 18, 2020 to Jul 31, 2020 - Admin, ILT, PRT

Include school-parent engagement and relationships in Staff PD Plan

Jul 06, 2020 to Aug 21, 2020 - Admin, 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.

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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.

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards is conducted yearly upon review of student performance data, the district's SQRP measures, and ISBE's quantitative standards and targets.

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

The school employs school reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement that include MTSS and Tiers 1-3 interventions and support, family engagement, and research and evidenced-based instructional practices for all used at all instructional levels.

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.

School reform strategies and methods that strengthen the core academic program, increases the amount and quality of learning time, and meet the needs of historically underserved populations include foundational and enrichment literacy instructional practices, unique scheduling that affords additional learning and intervention time in reading and math, culturally-relevant curricular resources, explicit SEL instruction, and daily wrap-around services and supports for students and families.

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).

School schedule maximizes instructional minutes per CPS guidelines including advisory and social emotional learning curriculum Second-Step along with small group rotations and arts integrated electives. City-Year partners provide academic, behavioral and attendance interventions and incentives which are documented daily, weekly and quarterly for review, reflection and adaption of student support. School also partners with UCAN social workers, St Anthony's social workers, LAMP mentoring, and Loyola University (Saving Lives, Inspiring Youth) mentoring to provide students weekly counseling and mentorship on the individual and group level. Data from these support sessions is documented and informs staff support of students. Columbia College hosts arts- based after school programming for students. Turnaround Arts survey data influences arts focus in music, art, technology and P.E.

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

Strategies to attract high-quality, highly-qualified teachers include:

- 1.) School promotion through social media, college visits, staff referrals, and school website
- 2.) Candidate searches and postings through the district, Indeed, and network's platforms
- 3.) Obtain candidates through partners such as TFA, ISU, CTR, other colleges and universities, and alternative licensure programs
- 4.) Job Fair attendance for recruitment and promotion

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.

All professional learning aligns to the professional standards of that role and is scientifically-based. An outline including a schedule and objective of professional development for the year is planned by teacher leaders in collaboration with administration. Data from NWEA/MAP, ANet interim assessments, and the 5Es Survey, along with teacher experience, are used to guide instructional priorities. Along with weekly clusters, monthly after-school content team meetings, and ongoing PD throughout the year, staff receives coaching and attends out of school PD opportunities that align to instructional priorities through external and network based partners. Instructional priorities are monitored through use of shared observation tools via Google Forms. Data collected from Google Forms observation tool informs professional learning adaptations, as necessary, throughout the year.

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

Strategies to increase parent involvement include:
Staffing of Parent Resource Teacher and School Community Rep.
Parent and Family Engagement Plan implementation
Continued PAC involvement
Daily parent workshops on topics such as health and nutrition, remote and online learning, financial literacy, literacy and math enrichment at home
Monthly parent engagement events
Quarter family writing projects

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.

PreK families at Herzl's Child-Parent Center attend a kindergarten orientation and Kindergarten Open House at the main building. PreK students also participate in a Step-Up to Kindergarten day in preparation for the transition. Finally, all PreK instruction and teacher professional development is not only aligned to the early learning standards, but also the kindergarten Common Core standards. PreK and Kindergarten teachers meet together for professional learning at least once a month in support of a seamless transition from PreK to kindergarten.

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.

Herzl's assessment plan is created in collaboration with teachers, and teachers vote on its acceptance and subsequent implementation.

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.

Activities to ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance include during the school day and after school intervention and enrichment services, progress monitoring services and interventions, and Tier 2 and Tier 3 interventions when applicable, all in collaboration with parents and families.

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 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 occurs through the active formation, leadership, and participation of the PAC and LSC. The Herzl Parent Resource Teacher and Herzl School Community Rep work to ensure parents have access to vocational education and technical education, job training, and other forms of adult education. These programs are required in their Parent Workshop Plan and calendars.

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.

Joint development of the ESSA, Title 1 school parental involvement plan and policy will occur through collaborative meetings at times that best fit our parents. Parental voice is critical in the fruition and actualization of the plan and policy. In order to make informed decisions we will provide training for LSC, PAC on how to access, interpret, and use data to promote school reform. Parent groups will benefit from best decision making strategies training to help affect change within the school. All parents will be invited to the meetings to craft the plan and policy. Its review and improvement will be a consistent agenda item at PAC, LSC, and PTA meetings. Therefore, monitoring its progress and noting where improvements must be made will be routine.

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

Informing parents of the school's participation in ESSA, Title 1 programs and to explain the Title 1 requirements and their right to be involved in Title 1 programs will occur at the annual meeting on October 21, 2020. The meeting time will be advertised in letters home, on the school marquee, through school reach (automated) phone calls, and through the parent newsletter. All parents will be invited, and the explanation of their rights and the requirements will be explained. PAC meetings will be held at least quarterly, in addition to parent involvement workshops and meetings to strengthen the school-home partnership. Parental involvement sessions and workshops include, and are not limited to, health and wellness workshops, homework help, physical fitness and nutrition, and financial literacy. The Title 1 PAC Organizational Meeting will occur on October 27, 2020. The Child Parent Center will have a Parent Resource Teacher and a Parent Resource Room that will house helpful resources, and be a site for parent workshops.

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

The school will establish open, frequent, and honest communication between the school and home by having routine, monthly PAC meetings, monthly parent meetings with the Principal, entitled "Coffee Clutch" with Mrs. Davis," and frequent parent workshops. All meetings will include an agenda item and/or time for parents to collaborate with teachers and school leaders, to voice their concerns, and to make suggestions.

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 individualized performance report for their children's progress through a series of assessments. NWEA/MAP (Kdg - 8th students will be assessed during the winter and spring), TRC/DIBELS, KIDS Survey (Kindergarten), and the PARCC (3rd through 8th). This information will be available to parents during Report Card Pick-Up and Conferences, scheduled parent conferences, and will be sent home.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will receive timely notice when their child has been assigned to, or taught by a teacher who is not "highly qualified," as defined in the Title 1 Final Regulations, for at least four consecutive weeks, by written communication. The formal letter will be sent home on official school letterhead and will be sent home according to all regulations.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A;

how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will assist parents in understanding the state's academic content standards, achievement standards, local academic assessments, Title 1 Part A, and how to monitor their child's progress through specific parent workshops addressing each of those areas. Those workshops will occur at least twice a year, once a semester. In addition, parents will receive information about how to work with educators at those workshops. Finally, the school will work with the PAC and the Network PAC to schedule and deliver workshops on the aforementioned topics as well.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school, parents, and community partners will provide information, resources, materials, and training to assist parents in working with their children to improve their academic achievement and to increase parental involvement, by partnering with community organizations to deliver parent workshops on these topics during the school year. Additionally, the school will work with the PAC and Network PAC to inform parents on these areas as well. Finally, materials will be sent home and made available on a routine basis to educate parents and to increase parent involvement.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The school will educate staff on how to communicate and work with parents as equal partners through intense professional development during the summer and throughout the school year. Teacher leaders in this area will help facilitate additional professional development on best practices in fostering teacher-parent relationships. Additionally, the school will work with the PAC on delivering this crucial professional development.

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.

Herzl will coordinate and integrate parent and family programs and activities to further encourage and support parents and families in more fully participating in their children's education through daily parent workshops at the Herzl CPC, PAC meetings and workshops, monthly and quarterly parent engagement events, and by encouraging parents to volunteer at the school.

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.

School information and information about parent meetings, programs, and other activities will be sent to parents in English, and if necessary, translated into the language that is most appropriate for effective communication and understanding. The format will be in a manner that is communicative across all levels.

Policy Implementation Activities

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| <p>[X] The LSC will approve the school improvement plan and monitor the CIWP.</p> |
| <p>[X] <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p></p> |
| <p>[X] <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p></p> |
| <p>[X] <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p></p> |
| <p>Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)</p> <p>N/A</p> |

School-Parent Compact (Complete)

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| <p>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.)</p> <p>Students and graduates of the Herzl School of Excellence will be scholars, leaders, problem-solvers, and productive members of our society through a shared, relentless focus on academic excellence and character. The Herzl Community commits to sustaining a culture of achievement where learning is rigorous, excellence is the standard, talent is nurtured, success is celebrated, and character is molded through the principles of the Herzl Doctrine in a conducive, safe, learning environment.</p> <p>Every Teacher Will:</p> <ul style="list-style-type: none">- Hold students' achievement as the highest priority- Use culturally relevant practices for student learning- Uphold, teach, and model the Herzl Doctrine?- Use student performance data to improve student achievement- Empower students to have ownership of their learning- Work to improve students' literacy achievement- Be a collaborator- Think in terms of the entire beach ball, not just their own stripe (Fierce Leadership; Scott, 2004)- Hold themselves accountable to high standards; Own it, Solve it, and Do it- Be a problem solver- Utilize technology to plan, instruct, and communicate effectively |
| <p>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.</p> <p>Parent-teacher conferences will occur as a result of teacher request, student request, or parent request. Conferences will address academic, behavioral, and/or health concerns, and used as time for improvement, and the sustenance of a healthy relationship between school and home. Scheduled parent-teacher conferences will occur frequently, and most notably at the end of an academic quarter or 5-week academic period. Finally, the occurrence of parent- teacher conferences are an explicit expectation for teachers and will be tracked and monitored.</p> |

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

The school will provide frequent reports of children's academic progress after summative assessments, state assessments, and benchmark assessments. Additionally, parents will be given academic reports at the conclusion of a 5-week academic period, and at the conclusion of a 10-week academic quarter. Finally whenever a student's academic progress is occurring below expectations, parents will be notified.

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

Parents will have access to staff by scheduling conferences and classroom visits to occur before, after school, or during a teacher's prep time. In extenuating circumstances, parent conferences will occur during the teacher work day. However, students' instructional time is valued and precious, so rarely will conferences interrupt the school day. Access to school leadership and staff who are non-instructional for conferences is welcomed and encouraged.

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

Parents may volunteer at the school during scheduled times, activities, and events. Parents must also complete the required paperwork and process for becoming an official CPS parent volunteer so involvement can occur on a regular basis. Volunteerism is encouraged, and will happen in a constructive manner. Parents may volunteer before, during, or after-school at the discretion of school leadership so as to not disturb the educational environment, but to augment it.

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

Parents can assist learning by ensuring students arrive to school daily, punctual, and prepared. Assigning a quiet, comfortable space at home to complete homework is optimal, and checking its completion is crucial. Parents can assist in learning by attending scheduled educational workshops and parent events (hosted by City Year) and most importantly, being in constant communication with teachers and staff. Parents can also assist and support children's learning through CPS Parent Portal and Herzl's Kickboard platforms.

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

Parents can consult with the school through various avenues that include, but are not limited to: attendance to PAC, LSC and Pre-K & Kindergarten Parent Planning meetings, parent workshops, school events, conferences, written communication, and phone calls.

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).

Student ownership and accountability for their learning is an expectation. This will happen through a rigorous curriculum, positive teacher-student relationships, differentiated instruction, quality teaching, a safe and nurturing learning environment, and a clean work space. Student attendance, demonstrating perseverance, solving problems, and thinking critically serves as additional evidence for students taking responsibility of their own learning. Sharing and explaining their thinking, being reflective, setting goals,

and tracking their own show character, scholarship, and commitment, and the school will provide avenues for that to occur.

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.

PAC will increase parental involvement by hosting workshops that are engaging, educational, and informative. These workshops will be aimed for the personal development and growth of Herzl families. PAC will also host educational parent field trips and form partnerships within the community for the enrichment of Herzl Parents.

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. | \$492.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$492.00 |
| 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) | \$492.00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$492.00 |
| 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. | \$492.00 |

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|--------------|---|----------|
| 54565 | <p>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.</p> | \$0.00 |
| 53510 | <p>Postage Must be used for parent and family engagement programs only.</p> | \$0.00 |
| 53306 | <p>Software Must be educational and for parent use only.</p> | \$451.00 |
| 55005 | <p>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.</p> | \$492.00 |