

# Helge A Haugan Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Luis Avila	Assistant Principal	laavila1@cps.edu	Has access
Sandra Carlson	Administrator in Charge	skcarlson@cps.edu	Has access
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Vandana Suthar	Teacher	vsuthar@cps.edu	Has access
Samantha Uribe	School Counselor	sauribe1@cps.edu	Has access
Mirta Fowler	ELPT	mpfowler@cps.edu	Has access

### Team Meetings

Date	Participants	Topic
01/31/2020	Luis Avila, Samantha Uribe, Janet Torres, Linette Roman, Elyse Doering, Vandana Suthar, Jose Martinez, Mirta Fowler	Review SEF Survey and Rate SEF
01/15/2020	Luis Avila, Samantha Uribe, Janet Torres, Linette Roman, Elyse Doering, Vandana Suthar, Jose Martinez, Mirta Fowler	Assign CIWP Team and review criteria
02/10/2020	Luis Avila, Samantha Uribe, Janet Torres, Linette Roman, Elyse Doering, Vandana Suthar, Jose Martinez, Mirta Fowler	Area of Critical Need/Root Cause Analysis
02/19/2020	Luis Avila, Samantha Uribe, Janet Torres, Linette Roman, Elyse Doering, Vandana Suthar, Jose Martinez, Mirta Fowler	Goal Setting

Date	Participants	Topic
04/17/2020	Luis Avila, Samantha Uribe, Janet Torres, Linette Roman, Elyse Doering, Vandana Suthar, Jose Martinez, Mirta Fowler	Theory of Action/Action Steps
05/04/2020	Luis Avila, Samantha Uribe, Janet Torres, Linette Roman, Elyse Doering, Vandana Suthar, Jose Martinez, Mirta Fowler	Review Action Steps/Fund Compliance, Parent & Family Plan

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs

- 3 Align the budget to the CIWP priorities and the mission of the school
- 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
- 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 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

- 3 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
- 3 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
  - 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 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)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 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)

- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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:**
- 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
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 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)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 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)
  - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 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:**
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 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
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

## School Excellence Framework Priorities

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

# Goals

## Areas of critical need and root cause analysis

Area of Critical Need 1	Attendance percentage below 95%
Root Cause 1	Lack of tiered supports, resources, accountability and parental support.
Area of Critical Need 2	Literacy and Mathematics attainment with all students
Root Cause 2	CCSS not being implemented per grade level with fidelity
Area of Critical Need 3	N/A
Root Cause 3	CCSS not being unpacked; lack of differentiation

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate  Our attendance is below 95% and is dropping each month especially among students with IEPs.	Overall		95.50	96.00
	Students with IEPs		93.50	94.00
SQRP: National School Attainment Percentile - Math (Grade 2)	Overall		64.00	66.00



<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>
After reviewing historical data for National School Attainment Percentile - Math Grade 2 (62.00), we determined a reasonable and measurable metric (Overall: 2020-2021 Goal - 64.00, 2021-2022 Goal - 66.00).				
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		60.00	62.00
After reviewing historical data for % of Students Meeting/Exceeding National Avg. Growth Norms (58.5), we determined a reasonable and measurable metric (Overall: 2020-2021 Goal - 60.00, 2021-2022 Goal - 62.00).	Students with IEPs		45.00	47.00
After reviewing historical data for % of Students Meeting/Exceeding National Avg. Growth Norms for IEP students (44.4), we determined a reasonable and measurable metric (Overall: 2020-2021 Goal - 45.00, 2021-2022 Goal - 47.00).				
(Blank)				
(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> After reviewing the results of the My Voice, My School Essentials Survey (Well Organized), we determined a reasonable and measurable metric (2020-2021: Well-Organized; 2021-2022: Well-Organized) based on the Elementary School Performance Indicator.					

**Custom metrics (100% 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>
Suspension Rate among Students with IEP'S After reviewing the suspension rate among students with IEP's, we determined a reasonable and measurable metric (2020-2021 - 25.00 suspension rate; 2021-2022 suspension rate) among students with an IEP.	31.58			25.00	20.00

# Strategies

## Strategy 1

If we do...	Provide weekly attendance protocols for all stakeholders (parents, students, teachers, school staff) that includes the procedures for students who are absent or tardy and communicate those expectations to students who are absent or tardy frequently
Then we see...	See gradual growth in our school's overall attendance throughout the school, adherence to our school's attendance policy and students receiving strong Tier 1 instruction
which leads to...	An attendance rate of 96% by the end of the SY 2021-2022.
Budget Description	Teachers and ESP's (already in budget) will be needed to carry out plan. School website (will be renewed and has been add to budget) will be utilized to help complete goal.
Tags	OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> <li>(Not started) Attendance protocol will be implemented and shared with all stakeholders (parents, teachers, students, school staff) via school website, email, robocall and school note to be sent home on the first day of school. Tags:OSSE: Attendance &amp; Truancy</li> <li>(Not started) An attendance tracking logger will be created and implemented by school staff in which school staff reports students with excessive absences and tardies. Tags:OSSE: Attendance &amp; Truancy</li> <li>(Not started) After following the steps in the attendance protocol, action will be taken accordingly if a student is in violation of the attendance protocol (e.g. phone call to parent, 5 to 10 day attendance letters will be sent home) Tags:OSSE: Attendance &amp; Truancy</li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) Monthly attendance tips will be featured on our monthly school calendar that will be sent home at the beginning of each month. Parent workshops will be offered throughout the school year that will offer parents attendance tips and healthy habits.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>(Not started) Monthly and quarterly attendance rewards and recognition will be enacted to recognize students following the attendance protocol.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p>
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**Strategy 2**

If we do...	provide teachers with LEAD180's Instructional Planning Toolkit (IPT) and professional development that will provide both general education, EL and Diverse Learner teachers with intervention strategies that will allow teachers to scaffold content for all stakeholders
Then we see...	implementation and incorporation of the CCSS with fidelity throughout the school year and cohesive instruction across the grade levels
which leads to...	an improvement in each student's present level of academic performance and growth within each student's grade level with special attention to EL and DL students.
Budget Description	LEAD 180 will be factored into our budget, buckets for professional development (substitutes for instructional planning days).
Tags	Curriculum, Assessment: Curriculum Equity Initiative
Action steps	<ul style="list-style-type: none"> <li>(Not started) LEAD 180 Toolkit will be shared with teachers along with PD for teachers on how to implement and utilize the Toolkit.</li> </ul> <p>Tags:Curriculum, Assessment: Curriculum Equity Initiative</p> <ul style="list-style-type: none"> <li>(Not started) Teachers will create unit plans by grade level (per quarter) throughout the school year during instructional planning time (e.g. professional development days, grade level meetings).</li> </ul> <p>Tags:Curriculum, Assessment: Curriculum Equity Initiative</p> <ul style="list-style-type: none"> <li>(Not started) LEAD 180 will provide ongoing professional development to all staff throughout the school year to check in with unit planning progress and offer support.</li> </ul> <p>Tags:Curriculum, Assessment: Curriculum Equity Initiative</p>

**Strategy 3**

If we do...	If we maintain a Common Core Aligned Math Curriculum with a scope and sequence and a vertically and horizontally aligned plan across primary grade levels
Then we see...	foundational and problem solving skills being taught with fidelity following the CCSS across primary grade levels
which leads to...	a National School Attainment Percentile Goal (Grade 2) of 66.00 by the end of the SY2021-2022.
Budget Description	LEAD 180 will be factored into our budget, buckets for professional development (substitutes for instructional planning days and learning walks).
Tags	Instruction, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Develop grade-specific scope and sequence at the beginning of the school year (unit planning) and throughout the year, make adjustments and ensure they include rigorous and differentiated tasks appropriate for all learners. Tags:Instruction, Math: Rigorous Tasks, Math: Curriculum</li> <li>(Not started) ILT will monitor the writing of the math unit plans being created per grade level and monitor the scope and sequence to ensure it is aligned to CCSS and the CPS Framework. Tags:Instruction, Math: Rigorous Tasks, Math: Curriculum</li> <li>(Not started) Conduct learning walks, informal pop-ins, REACH observations. Tags:Instruction, Math: Rigorous Tasks, Math: Curriculum</li> </ul>

## Strategy 4

If we do...	support implementation and monitoring of Tier 1 SEL Curriculum (Second Step) on a regular basis
Then we see...	we will have teachers whose knowledge of SEL Second Step standards & transformative SEL competencies will increase; teacher knowledge of SEL instructional practices will increase; teacher ability to integrate content will increase, students applying SEL skills in real-life situations
which leads to...	which leads to an increase in attendance to 94% (Students with IEP - previously 92.8%), and decreases in misconducts and suspensions for vulnerable student groups (Students with IEP's) to 20% (previously 31.58%) by EOY SY22.
Budget Description	
Tags	OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Professional development on Second Step throughout the school to revisit Second Step expectations and instructional outcomes.  Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (Not started) Implement Second Step curriculum during built in time for SEL instruction as reflected on teacher's schedule.  Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (Not started) Utilize a Second Step tracker to document student progress and/or needs specific to SEL competencies.  Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (Not started) Teacher will refer students with significant social emotional needs to MTSS/Safe Climate Team based off the Second Step tracker.  Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> </ul>
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## Action Plan

### Strategy 1

Attendance protocol will be implemented and shared with all stakeholders (parents, teachers, students, school staff) via school website, email, robocall and school note to be sent home on the first day of school.

Aug 26, 2020 to Sep 08, 2020 - School Administration, Office Staff, School Staff, Attendance Team, Attendance Clerk

An attendance tracking logger will be created and implemented by school staff in which school staff reports students with excessive absences and tardies.

Sep 08, 2020 to Jun 22, 2021 - School Administration, Office Staff, School Staff, Attendance Team, Attendance Clerk

After following the steps in the attendance protocol, action will be taken accordingly if a student is in violation of the attendance protocol (e.g. phone call to parent, 5 to 10 day attendance letters will be sent home)

Sep 08, 2020 to Jun 22, 2021 - Attendance Team, School Administration, Attendance Clerk

Monthly attendance tips will be featured on our monthly school calendar that will be sent home at the beginning of each month. Parent workshops will be offered throughout the school year that will offer parents attendance tips and healthy habits.

Sep 08, 2020 to Jun 22, 2021 - Attendance Team, School Administration, Attendance Clerk

Monthly and quarterly attendance rewards and recognition will be enacted to recognize students following the attendance protocol.

Sep 08, 2020 to Jun 22, 2021 - Attendance Team, School Administration, Attendance Clerk

## **Strategy 2**

LEAD 180 Toolkit will be shared with teachers along with PD for teachers on how to implement and utilize the Toolkit.

Aug 24, 2020 to Aug 28, 2020 - School Administration, Teachers

Teachers will create unit plans by grade level (per quarter) throughout the school year during instructional planning time (e.g. professional development days, grade level meetings).

Aug 24, 2020 to Jun 22, 2021 - Teachers

LEAD 180 will provide ongoing professional development to all staff throughout the school year to check in with unit planning progress and offer support.

Aug 24, 2020 to Jun 22, 2021 - LEAD 180 representatives, Teachers, School Administration

## **Strategy 3**

Develop grade-specific scope and sequence at the beginning of the school year (unit planning) and throughout the year, make adjustments and ensure they include rigorous and differentiated tasks appropriate for all learners.

Aug 24, 2020 to Jun 22, 2021 - Teachers

ILT will monitor the writing of the math unit plans being created per grade level and monitor the scope and sequence to ensure it is aligned to CCSS and the CPS Framework.

Sep 08, 2020 to Jun 22, 2021 - ILT, School Administration

Conduct learning walks, informal pop-ins, REACH observations.

Sep 28, 2020 to Jun 22, 2021 - Teachers and School Administration

## **Strategy 4**

Professional development on Second Step throughout the school to revisit Second Step expectations and instructional outcomes.

Aug 24, 2020 to Jun 22, 2021 - SEL Network Representative, School Staff and Administration

Implement Second Step curriculum during built in time for SEL instruction as reflected on teacher's schedule.

Sep 08, 2020 to Jun 22, 2021 - School Staff

Utilize a Second Step tracker to document student progress and/or needs specific to SEL competencies.

Sep 08, 2020 to Jun 22, 2021 - Safe Climate Team, Teachers, School Staff

Teacher will refer students with significant social emotional needs to MTSS/Safe Climate Team based off the Second Step tracker.

Sep 08, 2020 to Jun 22, 2021 - MTSS/Safe Climate Team, Teachers, School Staff

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

### ESSA Schoolwide Program

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

My Voice, My School 5 Essential Survey will be administered to students, staff and parents to assess student achievement and how we can improve as a school overall.

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

LEAD 180 toolkit, Goalbook, Edgenuity and Reading A to Z are programs that provide reform strategies to meet needs of all students and so students are able to meet proficient and advanced levels of achievement.

**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.**

LEAD 180 toolkit, Goalbook, Edgenuity and Reading A to Z are programs designed to unwrap the learning standards per grade level and help strengthen our core academic program that provides equity among all stakeholders.

**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).**

LEAD 180 toolkit, Goalbook, Second Step and our Harmony at Haugan program help to address the needs of all students academically and social emotionally. School counselor holds workshops for students and parents for selective enrollment, transition to high school and social emotional needs. Junior Achievement and Communities in Schools are partnered with our school to provide financial education, counseling programs, etc.

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

We share our mission and vision with prospective employees which is to empower all members of the Haugan family by creating a safe, nurturing and rigorous learning environment. Together, we use best practices in technology and curriculum to provide life, social and academic skills needed to successfully work cooperatively to provide a foundation for college and career readiness. We believe in the value of education and appreciate the diversity of our Haugan community and preserve and provide a safe environment that involve interactive learning and technological resources for 21st century learning.

**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.**

We will provide our staff with ongoing professional development (LEAD 180, Second Step, CPS mandated professional development). In addition, provide parent workshops that revolve around topics that will fulfill academic and social emotional needs of students.

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

Provide parent workshops that revolve around topics that will fulfill academic and social emotional needs of students. In addition, advertise parent volunteers to come work in the classrooms and in the school. BAC and PAC meetings to be held throughout the school 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.**

Kindergarten Open House will be held prior to the beginning of the school year to let parents know the expectations of an elementary program and how to assist their child in transitioning 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.**

School Voting Assessment Plan - teachers will be presented with options for assessment and as a school will vote to decide which assessment plan fits our students' needs.

**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.**

After School programming will serve as a form on extended instruction for students who are experiencing difficulty mastering levels of achievement. An emphasis will be placed on our English Language Learners and Diverse Learners.

**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.**

As a school, we will promote programs in collaboration with Communities in Schools Chicago to help assist with academic and social needs of students. In addition, parent workshops in entities such as Erie House and Albany Park Community center will be utilized to help enhance parent understanding of the academic and social needs of their children.

## ESSA Targeted Assistance Program

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## 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.**

Parent involvement will occur through parent surveys, parent meetings and the Parent Advisory Committee (PAC) held throughout the year. Report Card pickup days and the Bilingual Advisory Committee meetings also offer the opportunity for the process of school review and improvement.

**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**

An election and general membership meeting will be held in September. Parents will elect the officers. Issues of importance regarding NCLB sponsored programs will be discussed and approval of funding will occur. The PAC will meet periodically throughout the year.

**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.**

Following the Parent Advisory Council meetings, the leadership team will address any suggestions the parents have. The team will initiate ideas that will make a positive impact on the school environment. During the principal's report at the LSC meeting, the LSC will be updated monthly as to the parent suggestions and what action has been taken.

**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.**

During the fall report card pick-up, parents will receive a copy of their child's performance on the NWEA tests taken the previous spring. Students at the benchmark grades (3, 6 and 8) receive their preliminary results in June.

**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 receive a letter through the mail stating that their child's teacher(s) is not highly qualified.

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

Parents are informed of the CCSS during the first Title I meeting. Teachers will have the option of how they will communicate with parents (ex. Email, newsletter, telephone messages, etc.) as to how they will keep parents updated on curriculum and classroom activities.

**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.**

Teachers will offer suggested reading comprehension strategies and activities to parents. We will offer literacy training, computer classes and a lending library to enable parents to work with their child at home. In addition, the school will provide English Language classes for parents so that they can assist their students at home.

**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 provide professional development to staff members on reaching out and working with parents. Parents will be invited to participate in classroom activities and asked to volunteer. Parents have the opportunity to speak to individual teachers about their issues, concerns, or experiences.

**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.**

There is a Pre-Kindergarten program that operates in the school to offer students the opportunity to attend an early childhood program. This program encourages parent participation in the classroom and on school sponsored field trips. Formal parent meetings are held in each classroom at least four times a year.

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

The school sends correspondence to parents in English and Spanish, the primary languages of most families attending the school. There is a list of translators available within the school posted in the office. A sign language interpreter is available on request and arrangements are made for her to attend meetings with parents.

### Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

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

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

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

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

n/a

## School-Parent Compact (Complete)

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

Mission - Our vision is to empower all members of the Haugan family by creating a safe, nurturing and rigorous learning environment. Together, we use best practices in technology and curriculum to provide life, social and academic skills needed to successfully work cooperatively to provide a foundation for college and career readiness.

Vision- We believe in the value of education and appreciate the diversity of our Haugan community. By preserving a safe environment, interactive learning and technological resources, together, we will be an engaged community of learners.

**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.**

There are two city-wide parent teacher conferences (November 18, 2020 & April 21, 2021) on report card pick-up days. Parent teacher conferences (on an individual basis) will be held at a scheduled time convenient for both parties.

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

Distribution of progress reports (Oct. 9, 2020, Dec. 18, 2020, March 12, 2021 & May 21, 2021) will take place the 5th week of every marking period. In addition, report cards (Nov. 18, 2020, Feb. 12, 2021, Apr. 21, 2021 & June 22, 2021) will be issued every ten weeks.

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

Parents may schedule conferences with teachers at a convenient time during the day for all parties involved as well as report card pick-up days. In addition, parents can schedule individual meetings with parents as need be.

**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 invited to accompany their children on field trips. They are invited to come to school and observe and participate in school sponsored activities. Parents are encouraged to complete the volunteer forms and to spend time in the classroom. Parent requests to observe an individual class are honored.

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

Agenda books are provided to the students and are used on a daily basis to monitor homework assignments and communicate with parents. Parents are notified daily when their children are not in school. Parents can also use the parent portal to monitor grades. If they have any questions or concerns, they may contact the teacher to schedule a conference to ensure that their child's social or academic progress is being addressed. In addition, the attendance team monitors attendance. In addition, teachers will post on their teacher pages on our Haugan school website with updates, links to resources, etc.

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

Ongoing communication exists between the school and home including conferences, notes and telephone 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).**

A Student Code of Conduct and a student handbook are given to each student detailing their responsibilities. Assemblies are held for the students at which time the Student Code of Conduct, school wide expectations and attendance policies are reviewed. Students will set goals for themselves, participate in school activities and work to meet or exceed state academic standards.

## **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.**

Our goal is to provide parent training in computer, ESL, and parenting classes to enable parents to support their child's academic success.

**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.	\$0.00
<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.	\$5809.00
<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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<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.	\$0.00
<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