# Patrick Henry Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

| Date | Participants | Topic |
|------|-------------|-------|
| 01/15/2020 | ILT Team | CIWP Overview |
| 01/29/2020 | ILT Team | SEF Evidence |
| 01/30/2020 | CIWP Parent /Community Focus Group | SEF Evidence |
| 01/30/2020 | Student Voice Committee | SEF Evidence |
| 01/31/2020 | School Improvement Day | SEF Evidence |
| 05/13/2020 | CIWP Members | Fund Compliance, Parent Compact |
| 04/28/2020 | CIWP Members | Strategies |
| 04/14/2020 | CIWP Members | Strategies |
| 04/03/2020 | CIWP Members | Priorities |

| Date | Participants | Topic |
|------|-------------|-------|
| 03/20/2020 | CIWP Focus Group | Root Cause Analysis |
| 03/06/2020 | CIWP Focus Group | Root Cause Analsis |
| 02/14/2020 | CIWP Members | Data Analysis |
| 02/10/2020 | CIWP Members | Data Analysis |
| 02/05/2020 | CIWP Members | Data Analysis |

# 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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Our school community and ILT collaborated in the development of a school vision. This is shared and revisited throughout the year at PD, ILT, and PLC meetings to ensure that the vision is being upheld. Leap has attended extensive training on Personalized Learning and, in alignment with their vision, has piloted initiatives in personalized learning, visible most prominently in some classrooms in grades K-4, in alignment with the school-wide vision and mission. Summit: The Summit Learning PLC (5th/6th Grade) has attended extensive professional

development to support the implementation and growth of personalized learning for their students. Professional Development is directly tied to the school?s mission and vision statements created and refined within this CIWP cycle. Grade level teams created age-appropriate mission and vision statements for their PLCs and classrooms. Teacher actions consistently reflect our values as explained in the mission and vision statements. Teachers regularly interact with students outside their homerooms through intentionally-designed unit studies, classroom partnerships, informal social interactions with students, accountability in shared spaces, etc. Teachers are consistently presented with opportunities to share their strengths, leadership, and professional skills with the staff and school community. Grade-level bands work as Professional Learning Communities to strategically plan instruction, identify common age-appropriate systems and structures, and create a culture of shared responsibility within the school community. One-on-one conferencing between administration and faculty, including goal-setting and pre- and post-evaluation conferencing, is grounded in the CPS Framework for Teaching. Teams regularly identify students to prioritize for academic and social interventions, and create a cohesive plan for supporting those students across many settings. These plans and interventions are all accessible in a school-wide google drive and are utilized by a variety of school-based professionals. ILT ILT members led discussions during grade level meetings with an emphasis on the data obtained from blending learning. Grade levels analyze blended learning data (Lexia, Summit, RAZ, etc) on a monthly basis to determine if the programs are effective and meeting the needs of each learner. ILT members are representative of many diverse school backgrounds, including teachers of varying grade levels (Pre-K through middle school), specials classes, administration, specialist positions, teachers of diverse learners and the school counselor. Principal encourages ILT members to respectfully disagree and push-back on ideas in order to impact teaching and learning. ILT analyzes school wide snapshot at varying levels including school, grade and individual reports. ILT conducted a data analysis to determine why EL students did not make adequate growth on MOY NWEA data. Administration creates detailed, clear agendas for each meeting. On average, ILT meets bimonthly. Norms have been created to ensure that team members have equity of voice and are active participants. All stakeholders are invited to ILT meetings which are explicitly listed in the weekly bulletin. Principal summarizes the work of the ILT each week in the weekly bulletin. ILT shares out at Flex PD as needed. ILT works to prepare professional development that will build the capacity of teacher teams to engage in cycles of learning (math talks, cognitive demand in math, new teacher workshops, WIDA workshops, etc.). Based on the My Voice My School Survey, the ILT developed a structure to support peer observations. The ILT developed a schedule based on topics of interest to use in the first cycle for teacher peer observations. The majority of teachers participated in 1 peer observation and will participate in another one the 2nd semester.

- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school

- o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Teachers are currently in professional learning communities (PLC) focused on personalized learning. Administration provides PD feedback surveys to gather data on professional development and to guide future PD planning. Administration shares information on PLC and other professional development opportunities. Teachers are provided with common preps within and across grade levels where teachers have lunch and recess back-to-back to maximize planning time. Professional Development opportunities teachers have attended include LEAP Innovations, Institute of Personalized Learning (PL), Summit Learning, CPS Summit, Diverse Learning Meetings, MTSS Network Meetings, Chicago Foundation for Education Action Research Learning Institute, Chicago Arts Partnerships in Education and Home-School Partners (Balanced Literacy Instruction). Other components of professional learning include: SPED PDs, GLMs, PD Days, Informal Observations & feedback, beginning peer observations, and teacher rapport. Professional Learning Communities include Balanced Literacy (PreK-1), Breakthrough (2-4), Summit (5-8), and specials (art, STEM, world language, health, library and physical education). Vertical planning is conducted within each PLC to support PL instruction that aligns to the CIWP goals and Henry?s mission and vision. ?Safe Practice? is established, encouraging school community to try new things and take risks. Our school has received and collaborated with many grants including Aligned Resources Breakthrough Grant (supports PL), Learning Forward Grant (supports the Breakthrough Core Team in providing PL professional development for the staff), CAPE (arts programming uniting teachers and artistics), Fund for Teachers teacher-designed travel fellowship, and CFE?s ARLI fellowship (awarded fellows collaborate with university professors in the development of an action-research study) Henry has intentionally developed its school-wide schedule to meet a variety of student needs and, at the classroom level, teacher teams are given the autonomy to design their schedule in alignment with the school?s vision. Vertically and horizontally, strategic grade-level and departmentalized teacher assignments have been implemented based on teacher input. School climate and an overall positive faculty morale is considered when planning and offering professional development and opportunities for growth. Parents and community members are invited to attend workshops and offer their perspective as valued resources in the learning community partnerships with community organizations that share and support the school?s vision of PL (LEAP Innovations, Summit Learning, Chicago Education Fund, CFE ARLI, Fund for Teachers, Art Institute of Chicago CAPE program, Reach Teach Play Education Program at Ravinia, Community in Schools, Home-School partnerships with neighboring schools and staff, etc). All teachers are placed with appropriate certification across grade levels and Title 1 money for supplemental funding is used accordingly. The office has procedures for ordering and purchasing supplies. Local School Council (LSC) approves a majority of budgetary & funding requests for the school and individual programs/classrooms. Our school maintains a strict adherence to the approved CPS vendors list. We have been the recipients of the After-School All Stars/Out of

School Time to provide after-school programming for students based on their interests. The Henry Scholars program supports students with after-school tutoring during the school year after the MOY testing-- including low and high performing students. The OLCE/Bilingual after-school program supports EL students with ESL and bilingual certified teachers. We had a summer program for Kindergarten through 2nd grade to support literacy and math instruction to close the achievement gap for students performing below standards. Furthermore, we applied for and were awarded funds for a competitive CPS MTSS grant wherein students performing below grade-level in benchmark grades attended summer and weekend tutoring with the MTSS coordinator.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Essential questions and standards posted in all classrooms, are reviewed by teachers in units and can be explained and referenced by students. Teachers utilize a variety of materials in the formation of their units including WIDA?s language objectives to ensure accessibility for English learners (ELs). Preschool classrooms use Creative Curriculum as their base structure and the TS GOLD assessment to identify student progress toward developmental stages. Balanced Literacy classrooms in grades K-1 work with the CAFE/Daily 5 model. Teachers also utilize Haggerty Phonics and Wordly Wise. Summit: Grades 5-6 use the Summit curriculum and adjust complexity of content to meet all students needs. Most students including DL and ELL are integrated in the Summit program to demonstrate core knowledge and skills. Summit classrooms use formative data to determine mastery and pace which is used in determining differentiated groups. Specials classrooms have developed their curriculum based on STEM, Art, Health, World Language, and PE standards. Vertical alignment within clustered grades to the CCSS, but not to a designated scope and sequence. High achieving students are able to move at their own pace once mastery is achieved. Teachers use a variety of blended learning programs to expose students to their appropriate reading level (instructional level). All students are exposed to complex, grade appropriate text with modifications and accommodations for accessibility. The Bilingual Lead Teacher provides bilingual support. She also pushes into their receptive classrooms to provide access to the general education curriculum. Teachers integrate SEL curriculum into their daily plans (morning meeting, Second Step, Habits of Success). Specials Classes: World language and art have created a cross-curricular unit to explore students? culture through a partnership with the National Museum of Mexican Art to celebrate el día de los muertos. Within this unit, students create folkloric alters for a large-scale community celebration. The world language has partnership with

the Latino Film Festival Organization, which exposes students to authentic Spanish language cinema and culture. Bilingual students who are in the Spanish world language program can take the Seal of Biliteracy assessment to receive recognition which transfers to their high school diploma. In the art classroom, 4th-6th graders participate in a choice-based art curriculum that provides student opportunities to create unique, personalized artwork aligned to National Core Art Standards and Illinois Arts Learning Standards. The PreK-8 art curriculum is aligned to Illinois Arts Learning Standards and National Core Art Standards with supplemental instruction of the elements and principles of art.

- 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
  - 2 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
  - 2 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**: Instruction: Students know objectives and can discuss their task. Students engagement and ownership is very high as evidence through observations and PL structures Teachers engage students in various and rigorous discussion techniques (turn-and-talk, think-pair-share, etc).Teachers explicitly teach questioning and discussion skills. Teachers use multiple types of formative assessments. Flexible grouping and seating of students is based upon teachers? knowledge of students and evidence from multiple assessment forms. Teachers use multiple forms of instruction including but not limited to: intentional grouping and group work, use of graphic organizers, visual aids, anchor charts and text supports. Balanced literacy focus is present and re-visited throughout unit and content areas Literacy and Specials classes integrate other subject areas within the content (Literacy units, Travel Fair unit, etc). Students understand their levels of autonomy to determine their independence. Henry Scholars after school tutoring is provided to target instruction based on MOY test results/progress. Art: Student choice of media center to based on student interest for each instructional unit providing options for sustained interest and further challenges. Teaches visual literacy requiring students to cite text/image evidence to support their claims and defend their artistic choices as they relate to the objectives for the unit. Grades 4-6 1:1 conferencing/ student/ class to provide feedback for positive reinforcement, clarifying idea generating concepts and art processes, and individual goal setting. WL: Students have the opportunity to choose books in Spanish from RazKids.com based on their level and interest. Middle School students use VocesDigital.com to choose how they want to learn, process and present their acquired knowledge.
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- o 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 2 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: Summit (5th-8th Grade): Students decide when they are ready to be assessed on specific content areas (standards-based) while Performance Tasks are connected to real-world applications. This allows students multiple ways to show learning. Teachers are collaborating with LEAD 180 to develop a scope and sequence for literacy and math curriculum. Teachers are designing end of unit assessments aligned to the scope and sequence and Common Core State Standards and WIDA Can Do Descriptors. Teachers are also evaluating the rigor of the assessments using Hess? Cognitive Matrix. Teachers design formative assessments that fit the needs of their classroom instruction. Student personalized learning schedules are determined based on these assessments as well as standardized assessments (NWEA, ACCESS,etc). Balanced Literacy (K/1st Grade): Standardized assessments are used by all classrooms (DIBELS/TRC). Teachers introduce and use academic vocabulary regarding assessments such as: BOY, MOY, EOY and progress monitoring. Specials developed common grading categories to ensure consistency. Beginning stages of a competency-based progression. Teachers in LEAP Cohort 6 are refining rigor of assessments using personalized learning strategies. Teachers are using the LEAP Learning Framework to refine grading practices to make it make it equitable for all students across classrooms and grade levels (K-4th grade).KG- 1st Grade is implementing Unit assessments from Go Math and our Literacy units. In addition to teacher created assessments. Kg - 1st Grade Pre and Post assessments from Go math Kg-1st reading conferencing
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 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)
- 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)
- 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)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Teachers complete a historical checklist for any child who receives an intervention. The document is live on our shared drive and can be edited by all members of the MTSS and IEP process including related supported staff like the school psychologist, nurse, occupational therapist, social worker, speech pathologist, counselor and case manager. At end of 18-19 SY, MTSS interventionist converted all historical checklists from live documents to PDFs which were organized and shared with and accompanying detailed explanation document. These documents were further explained in BOY PD with the MTSS ISL and in GLM. This academic year, 10 new students have moved from Tier 1 to Tier 3. Nine students identified as performing above the 85% are in a special, complex arts-based, after-school program. Parents of Tier 3 students receive updates from interventionist and parents of Tier 2 students speak with classroom teachers. In 18-19 academic year, nine students transitioned from Tier 1-2 through Tier 3 and on to the DL program. This academic year, 10 new students have moved from Tier 1 to Tier 3. This academic year, three students from Tier 3 are currently in the referral process for the DL program. Students transition from Tier 3 to Tier 2 when significant progress has been shown towards progress monitored goals. Henry holds a monthly MTSS meeting with the school?s Tier 2 coach Ms. Reynolds and Tier 3 interventionist Ms. Nunn. CPS? MTSS ISL has regular contact and visits with the interventionist and MTSS team. In weekly grade-level meetings, Tier 2 coach addresses classroom-based interventions, concerns and documentation. As follow-through, at monthly MTSS meetings, the Tier 2 coach communicates concerns and evaluates current interventions using a problem-solving model. This team includes a diverse group including administration, specialists, classroom teachers and DL teachers. The MTSS team also completes SEF ratings and the SAM for MTSS subcategories at MOY and EOY. School-wide information is tracked using triangulated data document within the school-wide MTSS drive that includes all interventions ranging from academic within and outside of the classroom, social work service, inside and outside therapy services and DL IEPs. All historical checklists and intervention plans include method, duration, frequency, and measures of interventions. Administration has made suitable changes to the systems in structures, moving interventionist from an Arts role to a reading support role with grades 1-4 (Lexia). Within this setting, once a week for 30 minutes, students in need of additional support are given a research-based intervention and tracked using Lexia progress reports. Students performing above the 85th percentile were identified to participate in an after-school knitting program using detailed math and creative problem-solving skills. In winter of the 18-19 academic year, we applied for and were awarded funds for a competitive CPS MTSS grant wherein students performing below grade-level in benchmark grades

attended summer and weekend tutoring with the MTSS interventionist. Administration supports MTSS interventionist in personal and professional development including participation in action-research leadership fellowship, involvement in network MTSS clinics and interventionist was recognized nationally in 2019?s The Featured Teachers. Additional interventions are logged in historical checklist and within the Lexia platform as well as within the schoolwide google drive, which is shared with all IEP team members. Students receive research-based interventions using data from NWEA assessments, SUMMIT progress, Fountas & Pinnell reading system, and Lexia progress and skill reports.

- 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Transition, College and Career Access and Persistence: Teachers and students conduct goal setting conferences after each assessment period and standardized testing session to support their personalized learning (PL) goals and, in addition to this, all students in grades 5-8 are assigned mentors through the Summit platform. New students are matched with student mentors and new families are supported by the office staff in their transition into the school community. Our school annually holds a Career Day, Literacy Night and various STEAM related community nights (art festivals, science fairs PLCs (Balanced Literacy, Breakthrough, Summit) foster and cultivate PL structures that support the development stages of the students. This includes goal setting, levels of autonomy, and choice schedules. Henry?s mission and vision supports students to be empowered learners, and all teachers work with students to build their independence. School-wide, teachers use levels of autonomy to support independent learning and behavioral reflection. Henry Scholars Summer Program and CPS MTSS Healthy Communities Grant supported students in grades K-2 in literacy and students in benchmark grades in lowest identified NWEA RIT bands. Henry promotes opportunities for students to apply to selective enrollment schools. Within primary grades, students and teachers use a goal-setting binder to track attendance, blended learning data and successes, PL tasks and progress through individualized lessons.

## Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- o **Evidence**: SS Grin: Social work services provided to students who need tools to build positive peer relationships. Second Step: Students learn about different ways to build positive relationships with peers. Morning Meeting: Conducted daily to set the objectives for the day and to develop a community within the classroom. Month Habits of Success shared as a schoolwide focus where students earn to be the Hawk of the Month for their classrooms. Culturally relevant text and celebrations are used to support equality. Restorative practices are used to support students' social and emotional learning. Reading buddies - Chance for students to model reading from higher to lower grades. Peer observations started with the ILT to build teacher-to-teacher trust. Parent workshops provided for students to support the teacher-parent trust. Last year - punch cards this year - tickets and hawk eyes. Peace circles. Mentoring (upper grades). Check in check out Student Dances & after-school community building events ILT + additional school committee. Student Voice Committee. Talking Circles- Allow students and teachers to get to know each other, discuss classroom problems, Retraining of security building rapport. Daily announcements. Calm Classroom.Attendance challenge. Culture and Climate committee. Tier 3- Counselor support Check in/Check out. Coaching for teachers- talking circles/peace circles. Mentoring
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 1 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**: Student Voice 2018-2020: Breakthrough 2-4, students choose literacy units. Students in Grades 2-6 support student independence and empowerment through the Levels of Autonomy where students are able to choose the flexible seating based on their levels of independence. School-wide structures and procedures for classroom discussion, active listening, respectfully agree/disagree, norms for conversations 6th grade student council Student participation in community forum to support 7th grade. Summit Curriculum supports the study of politics (old and new). Specials World Travel Day where students have the opportunity to choose which country they would like to learn. Science Fair provides students with the choice of the experiment they would like to present. 5th/6th grade attended an international film festival. Local and National Elections are discussed in classroom. 4th grade airplane competition engages students in respectful competition. Second Step curriculum is implemented to support students with SEL. Chinese New Year, Black History Month/ MLK Day, Hispanic Heritage Month, Cinco De Mayo, Student Voice Committee, JR Achievement Choosing 8th grade extra curricular events, 6-8th choose electives, SDL- Choose what to work on, Having opinion on assessments- day of testing, Voting on classroom leaders, Good behavior rewarded with more choices for free time, Flexible seating, More choice during lunch, recess, and gym, Option during class to have SEL support when needed.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)

- o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**: The Second Step curriculum is implemented in classrooms to provide Social-Emotional Learning to all students so they feel emotionally safe. The older students learn how to prevent bullying. Teachers are trained in the Check In-Check Out system to provide adult mentors for students who are struggling with behavior, attendance, academics, etc. The adults model and reinforce positive choices. PBIS Committee manages the punch cards and the PBIS store. PBIS provides a framework for positive behavior and rewards students who display positive choices. PBIS also implements the Hawk Eyes school-wide to reward classrooms that display positive behavior. Classrooms track their Hawk Eyes and earn incentives. Each classroom has identified classroom jobs that students can participate in. This assists in orderly and safe classroom transitions within each classroom. PBIS Committee has posted behavior matrices in each area (hallway, bathroom, etc). Teachers each identify their behavior management system at the beginning of the year. Some examples include CHAMPS, bucket fillers, and red/yellow/green cards, etc. School-wide structures in place for inclement weather (indoor arrival, recess, and dismissal). Entry procedure has been reviewed and implemented for visitors and parents. Office staff meets twice a month to review procedures for emergencies. Several teachers and educational support staff are trained in peace circles and restorative conversations. Four staff members are trained in check-in check o Security- We?re putting in more procedures for school safety- Checking outer doors. Posted at door to monitor traffic. Monthly Security meeting with administration to discuss safety issues/procedures. -Henry Behavior and Appropriate Discipline Matrix (we have this doc). Mission and vision is visible throughout the school. Reward systems established school wide. Security at doors Protocols to address classroom issues Consistent enforcement of routine and procedures
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Restorative Approaches to Discipline 2018-2020:. Celebrations for Student of the Month and Attendance; Students have choices for intrinsic and extrinsic rewards. Hawk Eyes are given to classrooms to recognize positive behaviors throughout the building. Every classroom has Class Conduct Agreements posted that are aligned to School Wide Expectations. There is a school wide use of bathroom/hallway passes and procedures, direction of traffic, and school personnel are stationed through building during arrival and dismissal. All staff members contact home (email, phone, in person, digital collaborative behavior tracker program) for all student behaviors positive and restorative. The

principal and assistant principal make phone calls when warranted. Teachers and students developed a Mission and Vision of the School that aligns to expected behavior. Henry classrooms incorporate Movement Breaks, such as Go Noodle. Brain Breaks allow movement to re-engage students and reduce discipline issues. SEL/Morning Meetings to promote social emotional growth. MTSS using data to identify students in need of behavioral supports. Teacher/Student and/or Teacher/Student/Parent discussions on making good choices as it comes to positive student behavior. Instructive Morning Meetings occur to address classroom climate, misunderstandings, celebrations, and support students in challenging situations. Henry teachers utilize Second Step, which is a researched based social emotional curriculum that is developmentally sensitive to each targeted grade level. Teachers incorporate CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) for classroom behavior structure and expectations. Students have ownership over personal and classroom behaviors and expectations. Social Groups / SS Grin - peer lead social groups with Social Worker and Intern Henry utilizes Check In/Check Out. Various school staff act as individual support to students that have been referred to Tier II restorative practices based on a system of constant monitoring and daily tracking of targeted behaviors. The goal of improving behavior to move back to Tier I. Henry offers a School Wide Behavior Tracker managed by administration. All staff have the same knowledge of a child's behavioral history as well as outcomes, making it easier to know how effective different strategies are working. MTSS using data to identify students in need of behavioral supports Mentoring students who are struggling with making appropriate decisions Restorative The Assistant Principal and security staff work together as restorative disciplinarians whom the students look up to and respect based on established rapport that been built. Detentions are given based on a referral process, and after other avenues have been exhausted, Detention is a restorative reflection after school, to incorporate no loss of instructional time. The Second Step SEL curriculum is implemented school-wide. Two teachers are trained in the Check In/Check Out system to provide adult mentors for students who are struggling with behavior, attendance, academics, etc. The adults model and reinforce positive choices. Henry Hawks Tickets for good behavior weekly raffle. Tickets for morning raffle Bathroom passes are not implemented the same in all classes 4 staff members trained in check-in check-out

- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English

- o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: Parent Partnership 2018-2020: Parent Portal effort is made; however, the ratio is below 10% Communications made to families monthly, weekly, through social media and via electronic newsletters. Some Teachers send communication on a consistent basis (example: Remind/Class Dojo). Communications are sent home in the students home language (English/Spanish). Teachers reach out to parents to volunteer at various points throughout the school year. Attendance has been hit or miss. As a result, the Culture and Climate Committee has planned various incentives to encourage students to come to school every day. Open House, curriculum nights and workshops are held to understand the expectations of classroom curriculum, programs, behaviors and school-wide expectations. Monthly BAC and PAC meetings with workshops to support families. Teachers provide additional support through tutoring and after school programming. The teachers respect the parents throughout the school. Teachers are following up with attendance and impact of trajectory. The Culture and Climate team has met with parents whose students are off-track due to attendance. As a result of receiving the Community Schools grant, there have been more opportunities for family and community engagement. Through the Frida Khalo partnership, families and community have the opportunity to participate in multiple programs such as zumba, english classes, cooking classes, and computer classes, and arts classes. The student council has created community events and fundraisers such as movie nights. ADDITIONAL EVIDENCE: -STEM Night -Movie Nights -Cultural/Holiday events -Halloween Trunk & Treat -Robo Calls & Email -Planting Garden -Flyers - Back to School Bash -Field Day -Art Display/Art Shows -Concerts -Parent Volunteers -Chaperones -PAC/BAC Workshops -Aspen Enrollment -Parent Surveys -Climate Culture

# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | 1 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 2 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0 |
| 2 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 3 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 0 |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | 0 |

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 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 | 0 |
| 3 | Quality and Character of School Life: Relational Trust | 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 | Common assessment across grade levels, which are accessible to all students including DLs and ELs |
|---|---|
| Root Cause 1 | Lack of common assessments within and across grade levels |
| Area of Critical Need 2 | MTSS Tier 1 differentiation and intervention for all students including DLs and ELs |
| Root Cause 2 | Lack of consistent differentiation for all students at the Tier 1 level instructioin especially for DLs and ELs |
| Area of Critical Need 3 | Rigor of Tier 1 Tasks with appropriate differentiation for DLs and ELs |
| Root Cause 3 | Lack of rigor of Tier 1 Tasks for all students especially DLs and ELs |
| Area of Critical Need 4 | Student goal setting for curriculum units and for benchmark assessments |
| Root Cause 4 | Lack of consistent use of goal setting within the curriculum units and after benchmark assessments |

[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: NWEA Attainment G2-8 (Math) | Overall | | 65.00 | 67.00 |
| We chose this metric because we think our 5 year goal of 76.3 is attainable if we solidify our math block and best practices. | EL | | 66.00 | 68.00 |
| Vision: NWEA Attainment G2 (Math) | Overall | | 61.00 | 67.00 |
| We chose this metric because we think our 5 year goal of 80.3 is attainable if we solidify our math block and best practices. | | | | |
| Vision: NWEA Attainment G2-8 (Reading) | Overall | | 67.00 | 68.00 |
| We chose this metric because we think our 5 year goal of 67.1 is attainable if we solidify our balanced literacy instruction and continue to refine our Personalized Learning practices. | EL | | 57.00 | 59.00 |
| | Overall | | 95.40 | 95.70 |

| 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<br><br>We chose this metric because we think we won't have to deal with a strike and we have improved and solidified our Tier 1 attendance supports. We can target our Tier 2 and Tier 3 students. | Students with IEPs | | 94.20 | 94.50 |
| Vision: NWEA Growth G3-8 (Math)<br><br>We chose this metric because we think our 5 year goal of 61% is already achieved but we can solidify our math block and best practices to improve the growth metric. | Overall | | 65.00 | 67.00 |
| | Students with IEPs | | 47.00 | 52.00 |

## Required metrics (Elementary) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey**<br>We will continue to focus on supportive environment which was our weakest area this past year. | | | | 4.00 | 5.00 |

## Custom metrics (0% complete)

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

# Strategies

## Strategy 1

| If we do... | If we do extensive work to develop units with common assessments schoolwide which are accessible to all students including DLs and ELs And we create vertical and horizontal common assessments developed around priority grade-level standards, an established scope and sequence and support from LEAD 180 tools And we provide adequate time for |
|---|---|

| | |
|---|---|
| | Gen ED and DL teachers to work on and modify common assessments to intentionally address the needs of DLs and ELs And we set recurring clear deadlines for creating common assessments. And we solidify previously completed unit plans to include common assessments with DL and EL considerations. |
| Then we see... | Will allow all students to have access to equitable assessments to show mastery of priority standards to support their understanding within and across grade levels. Will see an increase in supportive environment as measured by the My School, My Voice survey Which leads to students developing the capacity to create and attain their smart goals and demonstrate academic growth. |
| which leads to... | An increase in attainment on NWEA for grades 3-8 Math 2 year goal 67% EL?s NWEA attainment for grade 2-8 reading 59% and math 68% 2 year NWEA growth for grades 3-8 students with IEP math goal is 52% |
| Budget Description | Time Summer planning time for 1st quarter unit/s Extended Day Pay Dedicated monthly GLM or extended day PD for unit planning Aligned schedules for Gen ED and DL/EL teacher meetings Shared distribution of leadership with ILT members and grade level/department leads Create a schedule with deadlines Communication Identify leads and protocols to develop shared accountability and communicate expectations Resources for the units purchased over the summer Resources/ units organized in with easy accessibility for all staff LEAD 180 PD and coaching Survey staff to identify coaching needs |
| Tags | Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning |
| Action steps | • (Not started) Analyze current curriculum for math horizontal alignment.<br><br>Tags:Curriculum, Math: Curriculum<br><br>• (Not started) Analyze current curriculum for reading horizontal alignment.<br><br>Tags:Curriculum, Math: Curriculum<br><br>• (Not started) Analyze current curriculum scope and sequence across grade levels for math curriculum alignment and create a vertical aligned scope and sequence.<br><br>Tags:Curriculum, Math: Curriculum<br><br>• (Not started) Analyze current curriculum scope and sequence across grade levels for reading curriculum alignment and create a vertical aligned scope and sequence.<br><br>Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction<br><br>• (Not started) Analysis of current assessments within math established units to develop a baseline to identify next steps in the development of common assessments. |

<table>
<tr><td></td><td>

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading

- (Not started) Analysis of current assessments within reading in established units to develop a baseline to identify next steps in the development of common assessments.

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Develop common assessments that include supports for DLs and ELs.

  Tags:Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative

- (Not started) Refine common assessments that includes supports for DLs and ELs.

  Tags:Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative

- (Not started) Align assessments horizontally.

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Align assessments vertically.

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

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## Strategy 2

| | |
|---|---|
| If we do... | If we transition from weekly lesson plans to well developed unit plans, to include non negotiables (standards, WIDA standards, assessments, learning targets, language objectives, essential questions, ubd components) within those unit plans And those plans include initiatives for implementation of effective PL strategies for all students including DL and EL students And create vertically aligned tasks/ activities that include enrichment, on-level, and scaffolded support including support for DOK level 3 and 4 tasks Administration provides analysis of unit and lesson plans prior to unit implementation |
| Then we see... | Will provide all students with equitable access and exposure to the same knowledge and skills in grade level content Will create an equitable set of materials and measures that support all learners. Will see an increase in supportive environment as measured by the My School, My Voice survey |
| which leads to... | An increase in attainment on NWEA for grades 2-8 in reading 2 year goal 68% An increase in attainment on NWEA for grades 3-8 Math 2 year goal 67% An increase in Growth in |

| | |
|---|---|
| | math for grades 3-8 on NWEA 67% EL?s NWEA attainment for grade 2-8 reading 59% and math 68% 2 year NWEA growth for grades 3-8 students with IEP?s math goal is 52% |
| Budget Description | Time Summer planning time for 1st quarter unit/s Extended Day Pay Dedicated monthly GLM or extended day PD for unit planning Aligned schedules for Gen ED and DL/EL teacher meetings Shared distribution of leadership with ILT members and grade level/department leads Adhere to unit planning schedule for administrative review Professional Development LEAP training for teachers to support PL strategies Communication Identify leads and protocols to develop shared accountability and communicate expectations Resources for the units purchased over the summer Resources/ units organized in with easy accessibility for all staff LEAD 180 PD and coaching Survey staff to identify coaching needs |
| Tags | MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation |
| Action steps | <ul><li>(Not started) Transition from weekly lesson plans to units<br><br>Tags:Curriculum, MTSS: Curriculum & Instruction</li><li>(Not started) Transition from weekly lesson plans to well developed unit plans, to include non negotiables (standards, WIDA standards, assessments, learning targets, language objectives, essential questions, ubd<br><br>Tags:Curriculum, MTSS: Curriculum & Instruction</li><li>(Not started) Plans include initiatives for implementation of effective PL strategies for all students including DL and EL students<br><br>Tags:Curriculum, MTSS: Curriculum & Instruction</li><li>(Not started) Create vertically aligned tasks/ activities that include enrichment, on-level, and scaffolded support including support for DOK level 3 and 4 tasks<br><br>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks</li><li>(Not started) Administration provides analysis of unit and lesson plans prior to unit implementation<br><br>Tags:MTSS: Curriculum & Instruction</li></ul> |

## Strategy 3

| | |
|---|---|
| If we do... | If we transition from weekly lesson plans to well developed unit plans, to include non negotiables (standards, WIDA standards, assessments, learning targets, language objectives, essential questions, ubd components) within those unit plans And those plans include initiatives for implementation of effective PL strategies for all students including DL and EL students And create vertically aligned tasks/ activities that include enrichment, on-level, and scaffolded support including support for DOK level 3 and 4 tasks Administration provides analysis of unit and lesson plans prior to unit implementation |

| | |
|---|---|
| Then we see... | Will provide students with tasks that are aligned to the standards Will provide students with tasks with DOK Levels 1-4 Will provide all students with equitable access and exposure to the same knowledge and skills in grade level content Will create an equitable set of materials and measures that support all learners. Will see an increase in supportive environment as measured by the My School, My Voice survey |
| which leads to... | An increase in attainment on NWEA for grades 2-8 in reading 2 year goal 68% An increase in attainment on NWEA for grades 3-8 Math 2 year goal 67% An increase in Growth in math for grades 3-8 on NWEA 67% EL?s NWEA attainment for grade 2-8 reading 59% and math 68% 2 year NWEA growth for grades 3-8 students with IEP?s math goal is 52% |
| Budget Description | Time Summer planning time for 1st quarter unit/s Extended Day Pay Dedicated monthly GLM or extended day PD for unit planning Aligned schedules for Gen ED and DL/EL teacher meetings Shared distribution of leadership with ILT members and grade level/department leads Adhere to unit planning schedule for administrative review Professional Development LEAP training for teachers to support PL strategies Communication Identify leads and protocols to develop shared accountability and communicate expectations Resources for the units purchased over the summer Resources/ units organized in with easy accessibility for all staff LEAD 180 PD and coaching Survey staff to identify coaching needs |
| Tags | Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks |
| Action steps | <ul><li>(Not started) Transition from weekly lesson plans to units<br><br>Tags:Curriculum, Assessment: Curriculum Equity Initiative</li><li>(Not started) Transition from weekly lesson plans to well developed unit plans, to include non negotiables (standards, WIDA standards, assessments, learning targets, language objectives, essential questions, ubd<br><br>Tags:Assessment: Curriculum Equity Initiative, MTSS: Curriculum & Instruction</li><li>(Not started) Follow our scope and sequence with help from LEAD 180 tools.<br><br>Tags:Curriculum, Assessment: Curriculum Equity Initiative, MTSS: Curriculum & Instruction</li><li>(Not started) Collaborate weekly between special education teachers, EL specialist(s), and classroom teachers<br><br>Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams</li><li>(Not started) Analyze and Develop assessments and tasks using DOK levels to include Level 3 and Level 4 Questions<br><br>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading</li></ul> |

# Action Plan

## Strategy 1

Analyze current curriculum for math horizontal alignment.

May 01, 2020 to Jun 01, 2020 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Analyze current curriculum for reading horizontal alignment.

Jun 01, 2020 to Jul 31, 2020 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Analyze current curriculum scope and sequence across grade levels for math curriculum alignment and create a vertical aligned scope and sequence.

Jun 01, 2020 to Jul 31, 2020 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Analyze current curriculum scope and sequence across grade levels for reading curriculum alignment and create a vertical aligned scope and sequence.

Jul 01, 2020 to Aug 31, 2020 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Analysis of current assessments within math established units to develop a baseline to identify next steps in the development of common assessments.

Jul 01, 2020 to Aug 31, 2020 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Analysis of current assessments within reading in established units to develop a baseline to identify next steps in the development of common assessments.

Jun 01, 2020 to Jun 30, 2021 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Develop common assessments that include supports for DLs and ELs.

Jun 01, 2020 to Jun 30, 2021 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Refine common assessments that includes supports for DLs and ELs.

Jun 01, 2020 to Jun 30, 2021 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Align assessments horizontally.

Jun 01, 2020 to Jun 30, 2021 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

Align assessments vertically.

Jun 01, 2020 to Jun 30, 2021 - Grade Level Teams/Curriculum Leaders/DL Team/BLT

## Strategy 2

Transition from weekly lesson plans to units

Aug 01, 2020 to Jun 30, 2021 - Teacher Teams/DL/BLT

Transition from weekly lesson plans to well developed unit plans, to include non negotiables (standards, WIDA standards, assessments, learning targets, language objectives, essential questions, ubd

Aug 01, 2020 to Jun 30, 2021 - Teacher Teams/DL/BLT

Plans include initiatives for implementation of effective PL strategies for all students including DL and EL students

Aug 01, 2020 to Jun 30, 2021 - Teacher Teams/DL/BLT

Create vertically aligned tasks/ activities that include enrichment, on-level, and scaffolded support including support for DOK level 3 and 4 tasks

Jun 01, 2020 to Jun 30, 2021 - Teacher Teams/DL/BLT

Administration provides analysis of unit and lesson plans prior to unit implementation

Jun 01, 2020 to Jun 30, 2021 - Administration/Teacher Leaders

## Strategy 3

Transition from weekly lesson plans to units

Aug 01, 2020 to Jun 30, 2021 - Teacher Teams/DL/BLT

Transition from weekly lesson plans to well developed unit plans, to include non negotiables (standards, WIDA standards, assessments, learning targets, language objectives, essential questions, ubd

Aug 01, 2020 to Jun 30, 2021 - Teacher Teams/DL/BLT

Follow our scope and sequence with help from LEAD 180 tools.

May 01, 2020 to Jun 30, 2021 - GLT/DL Teachers/BLT/Curriculum Leads

Collaborate weekly between special education teachers, EL specialist(s), and classroom teachers

Aug 01, 2020 to Jun 30, 2021 - GLT/DL Teachers/BLT/Curriculum Leads

Analyze and Develop assessments and tasks using DOK levels to include Level 3 and Level 4 Questions

# 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.**

Henry School will conduct a comprehensive needs assessment using the School Effectiveness Framework and Action Items within the CIWP to identify the needs of the achievement of students. Goals within the CIWP identify the use of benchmark assessments. The My Voice My School survey will be used to identify the needs based on input from staff, students, and families.

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

Henry School will provide support to all students to meet proficient and advanced levels through the MTSS supports at all tiers of instruction. Personalized learning strategies
continue to be implemented through teacher professional development with LEAP Innovations and Summit Learning. LEAD 180 continues to support unit development that focuses on aligning curriculum to the Common Core Standards as well as analyzing tasks for rigor.

**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.**

Henry School will continue to use and learn personalized learning strategies with the support from LEAP Innovations that is research-based to increase student achievement through the pillars of learner focused, learner led, learner demonstrated and learner connected. We will also continue to support our primary classrooms with the core components of balance literacy instruction. Through the work with LEAD 180, we continue to develop our curriculum alignment and use the Webb's Depth of Knowledge to increase rigor in tasks. Henry school will continue to support social and emotional learning by conducting research-

based lessons from Second Step, Morning Meeting, Restorative Practices, Calm Classroom, Check-In/Check-Out, and student mentoring practices. Community School Initiative supports the needs for additional services and extracurricular activities for a balanced educational experience. Data cycles are used to identify strategies and supports needed.

**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).**

The MTSS process is used to address the students needing tiered supports to meet the academic achievement standards. With the support form the Illinois Empower Grant, diverse learners are targeted with additional academic supports such as tutoring and summer school opportunities as well as alignment of curriculum to close the achievement gap. With the support from Community in Schools, health needs are met to support low income families. Community School Initiatives provides after school programming that enhances gaps in the arts as well as family services.

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

To attract high-qualified teachers, a three step interview process where a demonstration lesson is conducted to ensure that the candidate is of high-quality to support the students at Henry School. Candidates must be in-line with the mission and vision and the passion to support students in a personalized learning environment.

**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.**

Henry School continues to support the school community with ongoing professional development with the development of a yearly professional learning plan that is flexible based on the needs assessment. Through the partnership with LEAP Innovations, teachers and administrators continue to develop their understanding of personalized learning strategies. LEAD 180 supports professional development around aligning standards and increasing the rigor of tasks. In partnerships with Community Schools Initiative and Community in Schools, families are provided with workshops to support students to meet the standards. Paraprofessionals are provided with opportunities to expand their professional learning through the professional development provided by Chicago Public Schools. Continued support from Chicago Public Schools is provided through their CPS Summits workshops as well as their Balance Literacy Cohort.

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

Strategies to increase parental involvement include an increase in communication through the website, emails, robocalls, and social media. The Parent Advisory Committee provides workshops and support based on the needs that are gathered from families. A school-wide calendar of events is shared with dates that include family events such as family literacy night. Parent teacher conferences are conducted twice a year as well as scheduled appointments with teachers. Parents are provided with opportunities to volunteer after they conduct the CPS volunteer process. Community School Initiative involves families through surveys and a committee to identify specific needs to increase parent involvement through the after school programming.

**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.**

Early childhood transition planning meetings are conducted during the 3rd and 4th quarters to support the transition of preschool students to kindergarten. Grade level planning meetings include preschool and kindergarten teachers on a weekly basis. Preschool through second grade teachers are in the Balance Literacy cohort to support instruction and vertical alignment. Incoming kindergarten transition meeting is conducted during the Back to School Bash as well as summer Kick Off to Kindergarten summer school.

**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.**

Teachers develop the school-wide assessment plan that includes the federal, state, and teacher-made assessments. Through the support from LEAD 180, teachers are developing common assessments that align to the Common Core Standards.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

The MTSS process is used to progress monitor interventions, the supports the school-wide assessment plan and the Tier 1 instruction. Students who are experiencing difficulty mastering the proficient or advanced levels are provided with tiered supports within the MTSS process as well as tutoring through the Community School Initiative, bilingual after school funds, the Illinois Empower Grant and / or Kickoff to Kindergarten.

**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.**

In coordination with the Community Schools Initiative, Community in Schools, and North River Commission, a needs assessment is provided to determine the services needed for the school community. The three organizations connect the school with federal, state, and local services and programs to support families in need of mental and physical health services.

# ESSA Targeted Assistance Program

# Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental

involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

# Parent and Family Plan

## Parent and Family Engagement Policy (Complete)

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

The school will work to ensure that the required school-level parental involvement policy meets the requirements of section of the Elementary and Secondary
Education Act (ESEA) and includes, as a component, a school-parent compact consistent with section 1118 of ESEA. The school will take the following
actions to involve parents in the joint development and periodic review and updating of its school parental involvement plan and policy under section 1118 of
the ESEA: Distributing the current policy to all Title I parents at the beginning of the school year, including, but not limited to, the Annual Title I, Part A Every
Student Succeeds Act (ESSA) Meeting of Parents; Receiving input, suggestions and feedback from parents at the Annual Title I, Part A ESSA Parents
Meeting, the Annual School Title I, Part A ESSA Parent Advisory Council (PAC) Organizational Meeting, other PAC meetings, Local School Council Meetings;
Receiving input, suggestions and feedback from parents in the course of developing the School Improvement Plan and the school's Title I Educational
Program for the next school year.

**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**

To inform parents of the Title I, Part A ESSA Annual Meeting and all Parent Advisory Council Meetings, and all other parent meetings, the school will: At least
7 days before: Post on school website, send notice of the meeting home with the students, make notices available in the main office for parents; At least 48
hours before: Place phone calls to students' homes, Post a notice and agenda in the school's main lobby. Annual and Organizational meeting date occurred
before October 31st each 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.**

At the request of parents, the school will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to
formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions
as soon as practicably possible by: responding in writing to individual parents who submit suggestions in writing within 15 school days of receipt of the
suggestion by school or principal; oral responses from the Principal at Local School Council Meetings, School Parent Advisory Council meetings, or other
individual or collective meetings with parents, as appropriate.

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**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.**

The school will provide each parent an individual student report about the performance of their child on the State assessment in at least math and reading
by: distributing and explaining to each parent a report provided by the State of their child's individual performance on the NWEA math and reading growth
goals and their foundational literacy skills in TRC/DIBELS/IDEL.

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**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.**

The school will provide each parent timely notice when their child has been assigned to, or taught by, a teacher who is not highly qualified within the meaning
of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) for four (4) or more consecutive weeks by: sending a
notice letter to each parent home with the student and by regular and/or certified U.S. Mail to the parent's address of record with the school at the end of the
fourth week.

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**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 provide assistance to parents of participating children to improve their understanding of the following: 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 by: requiring parents attendance at workshops, conferences and classes,
concerning any equipment or other materials that may be necessary to ensure success; employing existing strategies and developing new ones to increase
parental involvement in supporting their children's academic progress, such as volunteering at school, serving on the Local School Council or attending
Local School Council meetings and serving on or participating in the Parent Advisory Council; Sharing information with parents about staff professional
development workshops, conferences, or classes; providing such information on the school website and in parent packets, newsletters, and informational
handouts distributed at Parent Advisory Council meetings, other parent meetings, Local School Council

meetings, open houses and parent-teacher
conferences.

**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 will provide information, resources, materials and training to help parents work with their children to improve their academic achievement, such as
literacy training and technology, as appropriate, to foster parental involvement, by: offering workshops, conferences and classes concerning any equipment
or other materials that may be necessary to ensure success; providing parents with information on classroom curriculum and contents for parent support at
home, these will be sent home by classroom teacher in parent packets throughout the year according to the topic being taught; Conducting curriculum-
related events 2-4 times yearly, such as literacy, academic support for literacy and mathematics, technology, etc.; Providing information and resources to
parents in the school newsletter and the school website on supporting student success, interpreting data, and supporting learning; Providing parents
information about student academic progress in accordance with the Elementary School Promotion policies.

**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.**

With the assistance of its parents, the school will educate its teachers, pupil services personnel, administration and other staff in the value and utility of
contributions by parents, in ways to reach out, communicate, and work with parents as equal partners in the education of their children, and in how to
implement and coordinate parent programs to build ties between parents and schools, by offering professional staff development opportunities that focus on
such education.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

The school will, to the extent feasible and appropriate, coordinate and integrate parental programs and activities with the PreK program. The school will also
conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children,
by: establishing and supporting a Parent Advisory Council; offering parents the opportunity to volunteer at school; conducting workshops and classes;
including, but not limited to, literacy classes, and providing the necessary equipment and other materials for parents.

**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 Local School Council will post monthly minutes in both English and Spanish in a location for all parents and community members to read.
The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to
parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a
language the parents can understand: A. The school will post a Notice and Agenda for the Annual Meeting and all
Parent Advisory Councils meeting in the school's main lobby at least 48 hours in advance and will distribute/disseminate notice by one or more of the
following methods: At least 7 days before: U.S. Mail/School Website, School Newsletter; Sending notice of the meeting home with the students; Making
notices available in the main office for parents; At least 48 hours before: Placing phone calls to students' homes.
B. The school will provide information related to the school, parent-programs and meetings and other activities by including such information on the school
website and in parent packets, newsletters, and informational handouts distributed at Parent Advisory Council meetings, other parent meetings, Local School
Council meetings, open houses and parent-teacher conferences; C. The school will provide all notices and information in English and Spanish.

## Policy Implementation Activities

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

Henry School is committed to providing a safe, secure, nurturing environment leading to the development of socially and emotionally healthy, productive
members of a 21st century global society. Successful students of Henry School will be highly-skilled, strong team-workers guided by respect for diversity and
respect for others. We envision working with local institutions, community organizations, as well as business leaders, to instill pro-social skills and to ensure
the emotional health of our student community. High academic achievement for all students, including Students with Disabilities, and English Language
Learners will be assured through the cooperative efforts of the entire Henry community working together to instill a lifelong love of learning in all students.

Mission: Patrick Henry believes an empowered learner is one who is eager to acquire knowledge, able to seek out opportunities, problem solves creatively,
and craves challenge. Our definition of an empowered learner applies to every student at our school, from the traditionally defined gifted child to a diverse
learner (one who receives special education services) with the added experience of being an English Language Learner (ELL).

Vision: Patrick Henry is a community of empowered learners that are equipped to contribute positively to society with empathy and integrity.
"Everything is Possible, Nothing is Unimaginable!"

**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.**

Progress reports are distributed to all parents at the end of five week marking periods of all four quarters. Parents of student in grades K-2 receive
DIBELS/IDEL/TRC assessments and progress reports at the end of the Fall, Winter and Spring assessment windows. Parents of students in grades 2-8
receive NWEA-MAP Reading and Math assessments report at the end of the Fall, Winter, and Spring semesters. All teachers post weekly grades in an online
grade book accessible to all parents. Parents will have access to Aspen Parent portal to view student progress.

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

Progress reports are distributed to all parents at the end of five week marking periods of all four quarters. Parents of student in grades K-2 receive
DIBELS/IDEL assessments and progress reports at the end of the Fall, Winter and Spring assessment windows. Parents of students in grades 2-8 receive
NWEA-MAP Reading and Math assessments report at the end of the Fall, Winter, and Spring semesters. All teachers post weekly grades in an online grade
book accessible to all parents. Parents will have access to Aspen Parent portal to view student progress

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

The Henry school administration, faculty and staff support an open door policy for all parents and guardians welcoming regular contact with the school. The
school administration meets daily with parents regarding their concerns; appointments are not necessary. Parents can also meet with school staff by
appointment before, during and after the school day. Teachers, students and parents are welcomed to use

the school agenda book and email for regular
communication between home and school.

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

The Henry School welcomes parent and community support of their children's education. Henry parents complete the online volunteer application for Level I
or Level II. Henry parents volunteer to work in collaboration with their classroom teachers providing invaluable support and services. Parents also participate
in field trips as chaperones.

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

Parents will support our children's learning in the following ways: monitoring attendance; ensuring that homework is completed; monitoring amount of
television children watch; volunteering in child's classroom; participating, as appropriate, in decisions relating to their child's education; promoting positive
use of their child's extracurricular time; staying informed about their children's education and communicating with the school by promptly reading all notices
from the school or the school district either received by their child or by mail and responding, as appropriate; serving, to the extent possible, on policy
advisory groups, such as being the Title I, Part A parent representative on the schools CIWP Team, the Title I Policy Advisory Committee, the District-wide
Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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

The school administration, the ILT and teacher teams are very strategic in understanding, analyzing and using aasessment data to inform instructional
decisions. 30-days, 60-days, 90-days, 180-days action plans are drafted every fall based on assessment and demographic data. Action plans are visited
regularly at team level, grade level and individual meetings with the school administration. Instruction is driven by data and progress in student achievement
is monitored by scheduled benchmark assessments and progress monitoring. Growth and proficiency targets are set for individual students and
communicated at student, parent, teacher goal setting conferences.

**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).**

All Henry School students are instructed about and become familiar with the "Henry Hawks High Flying Expectations" - "Be Prepared, Be Respectful, Be
Productive, Be Safe", an essential part of the Henry School social and emotional development. Students, will share the responsibility to improve our
academic achievement and achieve the state's high standards. Specifically students will: do their homework every day and ask for help when they need it;

read at least 30 minutes every day outside of school time; give parents or the adult who is responsible for their welfare all notices and information received
by students from school every day; attend school regularly and participate in the attendance incentive programs; understand and support the school PBIS
CHAMP positive behavior plan and participate in incentive programs to promote positive behavior. The Student Voice Committee will provide their input on multiple aspect of the decision making of the school.

## 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.**

The goal of Henry School is to increase parent involvement by providing parents learning opportunities to support their child in academics and social-
emotional development with personalized learning. This includes providing parents workshops that support building foundational literacy at home, the use of
technology, social and emotional development of children and adolescents, and understanding how personalized learning supports the academic and social-
emotional growth of their child.

**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. | $2599.00 |
| 53205 | **Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $150.00 |
| 54125 | **Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $1000.00 |

| | | |
|---|---|---|
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<br>Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $0.00 |
| **54565** | **Reimbursements**<br>Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $0.00 |
| **53510** | **Postage**<br>Must be used for parent and family engagement programs only. | $0.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $0.00 |