Nathan Hale Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
02/03/2020	Veleta, Hernandez, Ruff, Marasovich, Iles-Gomez	Team, School Effectiveness, action items
02/10/2020	Veleta, Hernade, Ruff, Marasovich, Iles-Gomez	Team, School Effectiveness, Root Cause Problem solving activity, Priorities
02/25/2020	Veleta, Ruff, Marasovich	Team, action items
03/09/2020	Veleta, Hernandez, Ruff, Marasovich, Iles-Gomez	Planning presentation and feedback with staff

Date	Participants	Topic
03/12/2020	Grades K - 8th Grade teachers and all Co-Op Teachers	Grading and Assessment and Instruction input
03/20/2020	Veleta, Hernandez, Ruff, Marsovich, Iles-Gomez	Plan for collaboration with staff
03/23/2020	All K-3 teachers and Co-Op teachers	Gave feedback for Relational Trust
03/25/2020	All 4th - 8th teachers	Gave feedback for Relational Trust
03/30/2020	All K-3 teachers and Co-Op teachers	Gave feedback for Parent and Community Engagement
04/01/2020	All 4th - 8th Grade teachers	Gave feedback for Parent and Community Engagement
04/06/2020	All K-3 and Co-Op teachers	Gave feedback for Instruction
04/08/2020	All 4th - 8th Grade teachers	Gave feedback for Instruction
04/13/2020	All Science and S.S. teachers	Gave feedback for Instruction
04/15/2020	All DL teachers	Gave feedback for Instruction
04/20/2020	All ESPs	Gave feedback for Relational Trust and Parent and Community Engagement
04/24/2020	Veleta, Ruff, Kyme, Hernandez, Marasovich, Iles-Gomez	Found trends, made edits and tagged
04/30/2020	Iles, Nieukirk	Made edits

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
    - o 4 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 4 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Mission and priorities are communicated in weekly staff bulletin, monthly parent letter and calendar.
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 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 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: Budget and personnel is used in a fiscally responsible manner. Evidence is schedules and organization. Student work is celebrated and displayed throughout the school with specific feedback.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - o 4 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 2 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**: Units, Scope and Sequence, Schedules, classroom libraries and use of technology in classrooms is evident.

- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Classroom observations by administration, coaches, core walks, grade level minutes and units. Gifted program, DL and ELL classrooms provide some evidence of enrichment and differentiation.
- 2 - Balanced Assessment and Grading
  - o 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 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 1 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 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 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 4 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**: ASPEN, Unit Plans, On track/Off track, TRC, NWEA, IXL computer program, BOY,EOY
- 4 - MTSS
  - o 4 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 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 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)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 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 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 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 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: MTSS team agendas, folders, bimonthly meetings.
- 2 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 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**: Naviance, algebra I program in 8th grade, seal of biliteracy, transition plans for DL 8th graders and counselor supports 7th/8th graders transitioning to high school

Quality and Character of School Life

- 2 - Relational Trust
  - o 2 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 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: PPC, PPLC, grade level meetings, common prep time, junior high lunch, incentives that encourage student socialization, social club, student of the month, talking circles, SEL activities and time, student leadership team, dean of students.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 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 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Social studies, reading and writing curriculum.

- 4 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence**: Classroom expectations posted, ILT minutes, dean of students, suspended curriculum, REACH domain 2.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence**: Dean of students, ILT agendas, ASPEN, detention tracking form, after school detention/reflection.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - **Evidence**: CQIP, metropolitan family services, BAC, PAC, PTC, LSC,class dojo, REMIND, email blasts, monthly news letter and calendar, website.

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	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Relational Trust	2
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	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	2nd, 5th, 6th Grade Math
Root Cause 1	Not following scope and sequence and pacing - Not all standards are being taught. Tasks are not rigorous or addressing the standards. The gaps in learning are not being

	addressed consistently with small groups or individual students.
Area of Critical Need 2	ELL ACCESS scores
Root Cause 2	Teachers are not using flexible grouping and diffentiating instruction based on students needs.
Area of Critical Need 3	Diverse Learners - Growth
Root Cause 3	Teachers are not using flexible grouping and diffentiating instruction based on students needs.
Area of Critical Need 4	Attendance
Area of Critical Need 5	5 Essentials

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
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because there has been a significant decrease in percentile overall which is mainly attributed to low growth percentiles in 5th and 6th grade.	Overall		60.00	65.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS I chose this metric because there was a decrease from previously measured scores.	EL		25.00	30.00
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because there has been a significant decrease in the growth percentile of our diverse learners in math.	Students with IEPs		30.00	35.00
Vision: Attendance Rate I chose this metric because our attendance declined.	Overall		95.00	95.50

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2) Although 2nd grade attainment increased from the prior year, this metric was chosen because historically it has been low and it needs to be more of a trend.	Overall		81.00	83.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The ILT is working on SEL and relational trust.					

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...	create and foster respectful interactions with student/student, student/staff, staff/principal, staff/parent, principal/parent, principal/student
Then we see...	an environment that is welcoming and encourages learning
which leads to...	higher attendance, lower discipline problems and higher student achievement
Budget Description	

Tags	Relational Trust, Student Voice, Engagement, and Civic Life, FACE2: Parent Engagement, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development & Innovation: New Teachers
Action steps	(On-Track) Grade levels will create a scope and sequence for year long SEL learning for the classroom integrating the 5 core SEL competencies. SEL will happen throughout the building including DL classroom and Co-Op. Dean, Principal and Asst. Principal will participate in SEL in classrooms, rotating every 3-5 weeks. Tags:Restorative practices, Schoolwide expectation, Social emotional support, #engagement, #alignedresources, #behavior (On-Track) Integrate related service providers more effectively into the school community by reviewing their roles and case load and introduce themselves to students and staff at the beginning of the year. Tags:Communication, Parent engagement, Relational trust, Social emotional learning (On-Track) Provide opportunities for students to be recognized for their positive contributions to the school. ex: Shoutouts, bulletin boards & website showcasing students, Student of the Month (specific examples of why students were nominated). Tags:Attendance, Parent engagement, Student achievement, Positive reinforcement (Completed) Create a Climate and Culture team who helps to create ongoing SEL strategies to develop supportive relationships with students, staff and leadership. Tags:Instructional leadership team, Student leadership, Social emotional learning (Postponed) Provide a space in the school and in individual classrooms for staff and students to implement SEL activities and behavior interventions (circle space in the school, calming corner, reflection corner). Tags:Student leadership, Instructional leadership, Social emotional learning (On-Track) Create opportunities and obtain resources (books, assemblies, talking circles) that focus on tolerance and equality. Tags:Supportive and Equitable Approaches to Discipline, Administration, Instructional leadership team, Student leadership, Social emotional learning, Equity: Resource Equity (Not started) Every primary classroom will effectively use a calming corner, peer leaders in the classroom, sentence stems that promote restorative dialogue and the 2X10 strategy with difficult students.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment

- (Completed) Create 3-5 positively stated behavior expectations that are understood by all members of the school community.

  Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (On-Track) All new staff members will have a mentor for their first school year at Hale.

  Tags:Relational Trust, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: New Teachers

- (Completed) Every grade level will use Class Dojo and Remind to celebrate their students accomplishments during every grade meeting.

  Tags:Relational Trust, FACE2: Parent Engagement, OSEL: Supportive Classroom Environment

- (Cancelled) At the end of the every PD and GLT meeting we ask if all of the decisions were made with the students in mind first. This will be a protocal to make sure objectives were met.

  Tags:Equity: Fair Policie sand Systems, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams

- (On-Track) Continue with SEL PD; specifically talking circles, SEL Core Competencies, restorative conversations and relationship building with parents, students and colleagues.

  Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices

- (On-Track) Create "teams or squads" of SECAS to meet and share information and ideas.

  Tags:Relational Trust, ODLSS: Behavior Support, ODLSS: Related Service Providers

- (On-Track) Create more opportunities for peer to peer observations. ex: Pineapple Walk

  Tags:Instruction, Relational Trust, OSEL: SEL Instruction

- (Completed) Teachers will be provided with a suspended curriculum for the first week of school which focuses on SEL.

  Tags:Instruction, Relational Trust, OSEL: SEL Instruction

	• (On-Track) A survey will be given to students and staff 2x a year to collect data and get input from stakeholders regarding relational trust priority. Tags:Relational Trust • (Completed) School will create a year long theme to foster support and engagement as we re-enter our students and staff back to school during the pandemic. Tags:Relational Trust, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Strategy 2

If we do...	implement Balanced Literacy and "Guided Math"
Then we see...	classrooms that address individual student needs through one on one conferring and flexible small groups
which leads to...	higher achievement as measured by interim assessments
Budget Description	Purchase more materials from F&P, fund Reading Coach, pay teachers for PD.
Tags	OECE: P-2 Balanced Literacy, Math: Rigorous Tasks, Math: Student Discourse
Action steps	• (On-Track) Teachers will implement an ELA and Math block that includes all components of Balanced Literacy and Guided Math. This will be monitored via time distribution sheets and classroom observations. Tags:Balanced literacy, Instructional block guidelines, Ela curriculum, Literacy and math blocks, Guided math, Ela curriculum materials • (On-Track) ELA and Math Teachers continue to have a short, succinct mini-lesson that focuses on the teaching point, purpose and guided practice. Review and using Charlotte Danielson model for coaching and Lucy Calkins, architecture of a minilesson. This will be monitored via time distribution sheets and classroom observations. Tags:Focused instruction, Guided practice, Mini lesson, Conferring • (On-Track) Students will have independent reading, and writing time that is driven by choice and is differentiated. Students have independent math time that is differentiated. Teachers will learn ways to implement student accountability for monitoring student engagement and collecting data for grades and mastery.

Tags:Differentiated instruction, Readers workshop, Writing workshop, Math workshop, Independent reading

- (On-Track) During independent ELA and Math work time, teacher is conferring or pulling a small group. Conferring and small group record keeping should be used to assess student needs and drive instruction. Records will be monitored by admin.

  Tags:Small group instruction, Conferencing, Independent practice, Independent reading, Independent math

- (Postponed) Teachers will receive PD on word work and vocabulary instruction during ELA block. Word work should be differentiated. Math, Social Studies and Science teachers will also get PD on academic vocabulary.

  Tags:Professional development, Word study, Vocabulary instruction

- (Not started) All Teachers will use DDI to create tasks that are standards driven and address different levels of DOK. Teachers will use DDI to address learning gaps while looking at student work.

  Tags:Depth of knowledge, Standards-based instruction, Ddi cycle

- (On-Track) Teachers will receive PD on effective co-teaching strategies and effectively utilizing SECAs to support both DL and General Education students.

  Tags:Professional development, Co-teaching, Effective instruction, #paraprofessional

- (Not started) Teachers will receive PD on effective strategies to increase mathematical discourse in the classroom.

  Tags:Professional development, Student discourse

- (On-Track) Staff will continue to define and practice a growth mindset as a staff and with students.

  Tags:OSEL: Supportive Classroom Environment

- (On-Track) Staff will use pre and post tests and assignments to celebrate growth consistently. Have students create their own goals based on pretest. Have goals posted visually and celebrate when students reach those goals. This is for class assessments, interim assessments, NWEA, etc.

  Tags:Assessment: Checkpoint Student Assessment System

- (Not started) Teachers will have students use peer and self evaluation tools strategically and consistently. Charlotte Danielson Framework will be used to coach on ways to give specific feedback.

Tags:Assessment: Checkpoint Student Assessment System

- (On-Track) Teachers will give individualized, specific feedback during conferring and small group instruction. Architect of a conference will be used to give PD.

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

- (On-Track) Teachers will block out time for daily student discourse in the classroom. Purpose should be given for discourse and students should be taught different kinds of discourse, sentence stems, and share outs, fishbowl, etc.

  Tags:Instruction

- (On-Track) DOK will be referred to by staff for the purpose of challenging student tasks (DDI), moving individuals forward (conferring), gifted classroom and students should be aware of levels of DOK. DOK will be used when looking at student work during DDI.

  Tags:Instruction

- (Not started) School wide definition of productive struggle for staff and students.

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks

- (On-Track) Mentor texts and examples of quality work will be used for students to see the expectation and mastery of standard. Mentor texts will be referred to and posted.

  Tags:Instruction

- (On-Track) Conferring and small group instruction is used to give specific feedback, fill the learning gap, and leave students with a skill to stretch them. Records are kept from conferring and small group to see trends and adjust minilesson, and flexible grouping based on formative assessments

  Tags:Instruction

- (On-Track) Students will have choices in how they practice the standard (IXL, challenge problem, etc., who they work with, individual, pair, small group, how they show their mastery=choice with accountability piece.

  Tags:Instruction

- (Not started) Avid practices can be used for 4th - 8th graders.

  Tags:Instruction

	- (On-Track) Progress monitoring will be used for grouping, curriculum choices, conferring and small group work. A progress monitoring calendar will be created. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness - (Completed) Google classroom will be used for grades 2nd - 8th to give students specific feedback. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness - (On-Track) Communication with regular ed. and DL teachers regarding movement in placement should take place before the IEP meetings to keep revisions to a minimum. Tags:ODLSS: Instructional Quality - (On-Track) DL and Regular Ed teachers will create universal standards/expectations for placement of students. Tags:ODLSS: Instructional Quality - (On-Track) Grade level meetings will leave 10-15 min. for DL collaboration Tags:ODLSS: Instructional Quality - (On-Track) Professional development is given on behavior charting and data will be used for SECAs and placement. Tags:ODLSS: Behavior Support - (Not started) Science classes will focus on STEM and hands on activities. Tags:Science: Rigorous Tasks - (Not started) Social studies classes will have a suspended curriculum to provide common themes that can be reflected on with each unit and brought back to addressing present day issues. Examples of these themes are, empathy, tolerance, oppression, democracy, etc. Tags:OSEL: SEL Instruction

Strategy 3

If we do...	establish a welcoming environment for families and community members that offers opportunities for all stakeholders to have a voice

Then we see...	more cooperation and support between home and school
which leads to...	a more conducive learning environment.
Budget Description	
Tags	Relational Trust, FACE2: Community Partnerships, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Volunteer, OSEL: Supportive School Environment
Action steps	(Completed) Create time in grade level meetings to send positive messages to parents/guardians regarding students on REMIND and class dojo. Tags:Growth mindset, Parent communication, Positive reinforcement (Postponed) Create pre-planned events to celebrate student achievements after school so parents feel more welcomed and have a more active role in supporting their children. Tags:Parent engagement, Achievement, Parent communication, Community building, Student recognitions and celebrations (Not started) Principal will lead PD on ways to communicate professionally with parents on positive and negative issues. Tags:Parent communication, Community building (Completed) Use Hale Website and other social media accounts to better communicate and celebrate things happening at Hale. Tags:FACE2: Parent Engagement (Postponed) Quarterly Grade Level Parent Nights - Math Night, Assessment Night, Game Night, Etc Tags:FACE2: Community Partnerships, FACE2: Parent Engagement (Postponed) Have signs and tv monitors around the school in Spanish and in English Tags:FACE2: Parent Engagement, OSEL: Supportive School Environment (Postponed) Create a system for our parent volunteers to know about opportunities to volunteer around the school and sign up through Sign Up Genius Tags:FACE2: Parent Engagement, FACE2: Volunteer

	- (Completed) Have Grade Level Expectations in the handbook and posted on the school website.
	
	  Tags:FACE2: Parent Engagement, OSEL: Supportive School Environment
	
	- (On-Track) Parents leave IEP meetings with visual of child's schedule with teachers, minutes, etc.
	
	  Tags:FACE2: Parent Engagement, ODLSS: Behavior Support, ODLSS: Related Service Providers
	
	- (Completed) Website will be updated to be more user friendly for parents/guardians and have up to date information on the school.
	
	  Tags:FACE2: Parent Engagement, OSEL: Supportive School Environment

Action Plan

Strategy 1

On-Track Sep 25, 2020

Grade levels will create a scope and sequence for year long SEL learning for the classroom integrating the 5 core SEL competencies. SEL will happen throughout the building including DL classroom and Co-Op. Dean, Principal and Asst. Principal will participate in SEL in classrooms, rotating every 3-5 weeks.

Sep 21, 2020 to Jun 24, 2021 - ELA, Math, Science, Social Studies, Writing, ELL, Diverse Learners, CO-OP Teachers, Dean of Students, Support Staff, Principal

On-Track Dec 15, 2020

Integrate related service providers more effectively into the school community by reviewing their roles and case load and introduce themselves to students and staff at the beginning of the year.

Sep 21, 2020 to Jun 24, 2021 - Social Worker, Dean of Students, Counselor, Case Manager, Principal

On-Track Aug 03, 2020

Provide opportunities for students to be recognized for their positive contributions to the school. ex: Shoutouts, bulletin boards & website showcasing students, Student of the Month (specific examples of why students were nominated).

Sep 28, 2020 to Jun 24, 2021 - Teachers, Students, Principal, Parents, Student Leadership Team, Instructional Leadership Team

Completed Jul 09, 2020

Create a Climate and Culture team who helps to create ongoing SEL strategies to develop supportive relationships with students, staff and leadership.

Sep 21, 2020 to Jun 24, 2021 - Teachers, Students, Principal, Student Leadership Team, Instructional Leadership Team, Dean of Students, Counselor, Social Worker, Case Manager, Support Staff

Postponed Aug 03, 2020

Provide a space in the school and in individual classrooms for staff and students to implement SEL activities and behavior interventions (circle space in the school, calming corner, reflection corner).

Sep 21, 2020 to Dec 18, 2020 - Dean of Students, Instructional Leadership Team, Student Leadership Team, Principal

On-Track Dec 15, 2020

Create opportunities and obtain resources (books, assemblies, talking circles) that focus on tolerance and equality.

Oct 01, 2020 to Jun 24, 2021 - Dean of Students, Instructional Leadership Team, Student Leadership Team, Principal

Not started Sep 25, 2020

Every primary classroom will effectively use a calming corner, peer leaders in the classroom, sentence stems that promote restorative dialogue and the 2X10 strategy with difficult students.

Aug 24, 2020 to Jun 24, 2021 - Dean of Students, Primary Teachers, Students

Completed Sep 25, 2020

Create 3-5 positively stated behavior expectations that are understood by all members of the school community.

Jun 23, 2020 to Oct 01, 2020 - Dean of Students, Principal, ILT Team, Students, Student Leadership Team

On-Track Aug 03, 2020

All new staff members will have a mentor for their first school year at Hale.

Aug 24, 2020 to Jun 24, 2021 - Principal, GLT Teams, Teachers

Completed Sep 25, 2020

Every grade level will use Class Dojo and Remind to celebrate their students accomplishments during every grade meeting.

Aug 24, 2020 to Jun 24, 2021 - Teachers, Co-Op Teachers

Cancelled Oct 22, 2020

At the end of the every PD and GLT meeting we ask if all of the decisions were made with the students in mind first. This will be a protocal to make sure objectives were met.

Aug 24, 2020 to Jun 24, 2021 - GLT Meetings, Principal, Teachers, Co-Op Teachers, Case Manager, Dean, Counselor, SECAS, Support Staff

On-Track Oct 08, 2020

Continue with SEL PD; specifically talking circles, SEL Core Competencies, restorative conversations and relationship building with parents, students and colleagues.

Jun 24, 2020 to Jun 24, 2021 - Dean of Students, Teachers, Counselors

On-Track Aug 03, 2020

Create "teams or squads" of SECAS to meet and share information and ideas.

Aug 24, 2020 to Jun 24, 2021 - Case Manager, SECAs, TAs

On-Track Oct 22, 2020

Create more opportunities for peer to peer observations. ex: Pineapple Walk

Aug 24, 2020 to Jun 24, 2021 - Teachers, Principal

Completed Sep 25, 2020

Teachers will be provided with a suspended curriculum for the first week of school which focuses on SEL.

Aug 24, 2020 to Jun 24, 2021 - Teachers

On-Track Oct 22, 2020

A survey will be given to students and staff 2x a year to collect data and get input from stakeholders regarding relational trust priority.

Nov 13, 2020 to Apr 16, 2021 - Disciplinarian

Completed Aug 03, 2020

School will create a year long theme to foster support and engagement as we re-enter our students and staff back to school during the pandemic.

Jul 09, 2020 to Aug 29, 2020 - dean, teachers, AP, Principal , Counselor, staff

Strategy 2

On-Track Sep 28, 2020

Teachers will implement an ELA and Math block that includes all components of Balanced Literacy and Guided Math. This will be monitored via time distribution sheets and classroom observations.

Sep 14, 2020 to Jun 24, 2021 - ELA, Writing, Math, ELL and DL Teachers

On-Track Sep 28, 2020

ELA and Math Teachers continue to have a short, succinct mini-lesson that focuses on the teaching point, purpose and guided practice. Review and using Charlotte Danielson model for coaching and Lucy Calkins, architecture of a minilesson. This will be monitored via time distribution sheets and classroom observations.

Sep 14, 2020 to Jun 24, 2021 - ELA, Writing, Math, ELL and DL Teachers

On-Track Sep 28, 2020

Students will have independent reading, and writing time that is driven by choice and is differentiated. Students have independent math time that is differentiated. Teachers will learn ways to implement student accountability for monitoring student engagement and collecting data for grades and mastery.

Sep 14, 2020 to Jun 24, 2021 - ELA, Writing, Math, ELL and DL Teachers

On-Track Sep 28, 2020

During independent ELA and Math work time, teacher is conferring or pulling a small group. Conferring and small group record keeping should be used to assess student needs and drive instruction. Records will be monitored by admin.

Sep 28, 2020 to Jun 24, 2021 - ELA, Writing, Math, ELL and DL Teachers

Postponed Sep 28, 2020

Teachers will receive PD on word work and vocabulary instruction during ELA block. Word work should be differentiated. Math, Social Studies and Science teachers will also get PD on academic vocabulary.

Aug 31, 2020 to Sep 04, 2020 - ELA, Writing, ELL and DL Teachers, Principal

Not started Oct 22, 2020

All Teachers will use DDI to create tasks that are standards driven and address different levels of DOK. Teachers will use DDI to address learning gaps while looking at student work.

Sep 08, 2020 to Jun 24, 2021 - ELA, Writing, Math, ELL and DL Teachers

On-Track Oct 22, 2020

Teachers will receive PD on effective co-teaching strategies and effectively utilizing SECAs to support both DL and General Education students.

Aug 31, 2020 to Sep 04, 2020 - All Teachers, Support Staff, SECAs, Principal

Not started Oct 08, 2020

Teachers will receive PD on effective strategies to increase mathematical discourse in the classroom.

Aug 31, 2020 to Sep 04, 2020 - Math, EL, DL Teachers, Principal

On-Track Oct 22, 2020

Staff will continue to define and practice a growth mindset as a staff and with students.

Aug 24, 2020 to Jun 24, 2021 - Administration, Teachers

On-Track Sep 25, 2020

Staff will use pre and post tests and assignments to celebrate growth consistently. Have students create their own goals based on pretest. Have goals posted visually and celebrate when students reach those goals. This is for class assessments, interim assessments, NWEA, etc.

Aug 24, 2020 to Jun 24, 2021 - Teachers

Not started Oct 08, 2020

Teachers will have students use peer and self evaluation tools strategically and consistently. Charlotte Danielson Framework will be used to coach on ways to give specific feedback.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Sep 28, 2020

Teachers will give individualized, specific feedback during conferring and small group instruction. Architect of a conference will be used to give PD.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Dec 15, 2020

Teachers will block out time for daily student discourse in the classroom. Purpose should be given for discourse and students should be taught different kinds of discourse, sentence stems, and share outs, fishbowl, etc.

Aug 24, 2020 to Jun 24, 2021 - Teachers

On-Track Oct 22, 2020

DOK will be referred to by staff for the purpose of challenging student tasks (DDI), moving individuals forward (conferring), gifted classroom and students should be aware of levels of DOK. DOK will be used when looking at student work during DDI.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

Not started Oct 08, 2020

School wide definition of productive struggle for staff and students.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Oct 08, 2020

Mentor texts and examples of quality work will be used for students to see the expectation and mastery of standard. Mentor texts will be referred to and posted.

Aug 24, 2020 to Jun 24, 2021 - Teacher and Administration

On-Track Oct 08, 2020

Conferring and small group instruction is used to give specific feedback, fill the learning gap, and leave students with a skill to stretch them. Records are kept from conferring and small group to see trends and adjust minilesson, and flexible grouping based on formative assessments

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Dec 15, 2020

Students will have choices in how they practice the standard (IXL, challenge problem, etc., who they work with, individual, pair, small group, how they show their mastery=choice with accountability piece.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

Not started Oct 08, 2020

Avid practices can be used for 4th - 8th graders.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Oct 08, 2020

Progress monitoring will be used for grouping, curriculum choices, conferring and small group work. A progress monitoring calendar will be created.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

Completed Sep 25, 2020

Google classroom will be used for grades 2nd - 8th to give students specific feedback.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Dec 15, 2020

Communication with regular ed. and DL teachers regarding movement in placement should take place before the IEP meetings to keep revisions to a minimum.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Oct 22, 2020

DL and Regular Ed teachers will create universal standards/expectations for placement of students.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Sep 25, 2020

Grade level meetings will leave 10-15 min. for DL collaboration

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

On-Track Oct 22, 2020

Professional development is given on behavior charting and data will be used for SECAs and placement.

Aug 24, 2020 to Jun 24, 2021 - Teachers and Administration

Science classes will focus on STEM and hands on activities.

Aug 24, 2020 to Jun 24, 2021 - Science teachers and Administration

Not started Oct 08, 2020

Social studies classes will have a suspended curriculum to provide common themes that can be reflected on with each unit and brought back to addressing present day issues. Examples of these themes are, empathy, tolerance, oppression, democracy, etc.

Aug 24, 2020 to Jun 24, 2021 - Social Studies teachers and Administration

Strategy 3

Completed Oct 08, 2020

Create time in grade level meetings to send positive messages to parents/guardians regarding students on REMIND and class dojo.

Sep 21, 2020 to Jun 24, 2021 - All Teachers, Principal

Postponed Oct 08, 2020

Create pre-planned events to celebrate student achievements after school so parents feel more welcomed and have a more active role in supporting their children.

Jul 01, 2020 to Sep 04, 2020 - All Teachers, Principal, Support Staff, Dean of Students, Case Manager, Instructional Leadership, Student Leadership Team

Principal will lead PD on ways to communicate professionally with parents on positive and negative issues.

Aug 31, 2020 to Sep 04, 2020 - Principal

Completed Aug 03, 2020

Use Hale Website and other social media accounts to better communicate and celebrate things happening at Hale.

Aug 24, 2020 to Jun 24, 2021 - All Staff, Principal, Technology Teacher

Postponed Aug 03, 2020

Quarterly Grade Level Parent Nights - Math Night, Assessment Night, Game Night, Etc

Aug 24, 2020 to Jun 24, 2021 - All Staff

Postponed Oct 08, 2020

Have signs and tv monitors around the school in Spanish and in English

Aug 24, 2020 to Jun 24, 2021 - Technology Teacher

Postponed Oct 08, 2020

Create a system for our parent volunteers to know about opportunities to volunteer around the school and sign up through Sign Up Genius

Aug 03, 2020 to Jun 24, 2021 - Volunteer Coordinator, teachers, principal, dean, counselor

Completed Sep 25, 2020

Have Grade Level Expectations in the handbook and posted on the school website.

Aug 24, 2020 to Sep 30, 2020 - All Teachers

On-Track Oct 22, 2020

Parents leave IEP meetings with visual of child's schedule with teachers, minutes, etc.

Sep 08, 2020 to Jun 24, 2021 - Case Manager, Special Education Teachers, Related Services Providers, Teachers, SECAs, TAs

Completed Aug 03, 2020

Website will be updated to be more user friendly for parents/guardians and have up to date information on the school.

Jul 09, 2020 to Jun 25, 2021 - Computers teacher, dean, AP, Principal

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.

First, we make sure that funds are used to support smaller class sizes when possible. Then, test scores are used to make sure that subgroups are getting the support that they need.

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

Creating opportunities for small group and individual support in the classroom and then scheduling personal learning time daily to support students who are off track are both built into the daily schedule.

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.

A combination of implementation and monitoring of Balanced Literacy, Guided Math, DDI, and personal learning time will all be used to increase rigor, and close the learning gap with specific action plans.

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).

Mentoring, DDI action plans, weekly individual conferring and small group instruction will all be used to support students who are low achieving.

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

Treating staff with respect, giving staff input into school wide decisions, making sure staff has the support they need (materials, PD, coaching, discipline) attracts and retains highly-qualified teachers.

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

Balanced Literacy, Math, DL pd will continue at Hale school.

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

Opportunities for parents to come to school to celebrate their children's achievements will be used to teach parents how to support their children at home.

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.

Communication between Blair School and Hale School will increase starting with case managers and then moving to DL teachers.

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.

DDI and interim assessments will be used to create action plans for gaps in learning, and for flexible grouping.

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.

DDI and interim assessments will be used to create action plans for gaps in learning, and for flexible grouping. Individual conferencing will be used to give specific feedback and support. Personal learning time will support students with deficiencies in learning and making sure students stay on track.

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.

ILT and administration look at overall needs of the school and monitor the CIWP every 5 weeks. This allows frequent check in to make sure that all programs are on track.

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.

PAC, BAC, LSC meetings are held montly and budget and priorities are reviewed.

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

September 22, 2020 is the projected date for the Title I Annual Meeting and Title I PAC Organizational Meeting. Meetings are held monthly along with other opportunities for parents to come together, such as, Mother's Day luncheon, etc.

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.

Parents can reach out to staff via email, phone, REMIND, DOJO. Teachers and administration have 48 hours to reply.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents get information regarding student achievement every 5 weeks at least. When test scores are released, parents are given results ASAP.

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.

All teachers at Hale are highly qualified.

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

Assessment night and open house focuses on curriculum and use of Gradebook.

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.

Different opportunities for parents to attend workshops at school will happen throughout the year. At all LSC, PAC, BAC meetings, a representative from each department will present to parents so they have an idea of how the school runs.

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.

Different opportunities for parents to attend workshops at school will happen throughout the year. At all LSC, PAC, BAC meetings, a representative from each department will present to parents so they have an idea of how the school runs.

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.

ILT meet every 5 weeks to monitor CIWP. These meetings make sure that all priorities are on track.

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.

Weekly email blasts are sent to parents. Monthly newsletters are passed out to students. All grade level teachers use REMIND or Class Dojo. School website is updated weekly.

Policy Implementation Activities

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

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

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

[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)

All are checked.

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.)

Instruction is a priority in our CIWP.

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.

In the beginning of the year we will have open house. We will have report card pickup 2x a year. Several other parent nights will take place throughout the year. Parents have access to staff via phone, email, technology.

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, report cards, Gradebook, Remind, Dojo.

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

Parent can reach out to set up appointments with staff via email, phone, REMIND, DOJO.
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. Ms. Devivo is our volunteer point person. She has a table set up at open house and reaches out to parents to get volunteers.
The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion). Monitor grades via Gradebook.
The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school. Parents can make an appointment and consult with school at times that work for both parties. Parents are welcome to attend LSC, PAC, BAC meetings.
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). Attendance, ontrack and behavior are all rewarded through different incentives.

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 is to give parents the information that they need to make informed choices to support their children.

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.	$1000.00

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.	$86.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$850.00
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)	$1500.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00