

Lionel Hampton Fine & Performing Arts ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/15/2020	ILT	Initial Meeting to review the SEF survey result and set schedule of meeting
02/10/2020	ILT	SEF Explanation

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
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Opportunities for lead teachers (Lead teacher, case manager, counselors). Opportunities for Safe practice... in multiple cycles. Celebrating the students success, students are recognized for their achievement/improvements. Staff raffles, doing school check-in... the content of grade level meeting focus on

- instructional strategies. Professional development that is lead by different teacher and a functioning ILT. Math training on Go Math
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** The school campus reflects authentic student created work and art.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 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
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading

- 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 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
- 3 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 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)
- 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)
- 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)
- 3 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Home notifications for absences and failing notices, track student growth in grade levels while analyzing and reflecting on practices to improve instructions small groups and reteaching , RTI tracker, uses various evidence for data (NWEA, Dibels, Mclass), calm classroom, individualized menus to meet student needs, students are provided the opportunity for after-school tutoring based on NWEA MOY data
- 2 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 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
- **Evidence:** students research various high schools and colleges, career day, high school fair, college and career week. In addition, school provides 8th grade students with the opportunity to earn algebra for high school credit. These students are supported with an additional math class that simultaneously covers the 8th grade math scope and sequence as well. Last school year and this school year eligible students took the online test and completed the certificate of biliteracy.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Personalized SEL practices, different grouping structures in class lessons, relationship building activities, training opportunities in grade level weekly, check-in and check-out, behavior logs, shout-outs for sports, birthdays, NWEA, etc., Personalized learning professional development
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Community partnerships with YMCA- dance with class, girls on the run, Joffrey Ballet, Big Green, Chicago Jazz Phil harmonic, Spark shop, SWOP, Chicago children choir, Urban Gateways, transformations church
- 3 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- **Evidence:** The teacher handbook describe report procedures for bullying, incidents and infractions. The school has an articulated procedure on how to refer students for injuries, incidents and bullying behaviors. These instances are addressed by the administrators, counselor and the Social Worker. There are small groups for counseling is taking place within the school building. Although the teachers see the procedures in place students have a hard time articulating how these structures and routines translates into student safety and well-being. According to the 5 Essentials Survey from 2019 student reported no feeling safe outside of the classroom. Calm classrooms are modeled in the morning as a school. Students are able to select an elective "class" based on personal interest.
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 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
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Hampton School has a functioning PAC, BAC and LSC. We also, partner with the Southwest Organizing Project

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3

Score	Framework dimension and category	Area of focus
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	4
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
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
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Inconsistent attainment over a number of years in reading and math for students in 2nd grade. High retention rates for students in third grades. (MTSS)
Root Cause 1	Lack of early identification and interventions for students who

	exhibit learning gaps in Primary grades particularly in math. This leads to a an attainment shortfall in second grade and a growth gap in subsequent higher grades.
Area of Critical Need 1	Divers learner students (IEPs) do not meet/exceed growth targets in reading and math. (Instruction)
Root Cause 2	Diverse Learner teachers were responsible for teaching all subjects to their entire caseload making it difficult to collaborate and adequately plan. Diverse Learner teachers will be departmentalized to maximize common planning and narrow their instructional content.
Area of Critical Need 3	Achievement gaps exist in growth and attainment for reading and math for African American students. (Instruction)
Root Cause 3	Lack of appropriate rigorous task that demands a critical thinking, synthesis, analysis with opportunities to move ahead in the content when mastery is demonstrated.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Reading) Hampton School's population is diverse and according to historical SQRP the achievement there has been an existing gap between our African American students and Latin X students. This is a gap that has persisted mainly because of the lack to appropriately differentiate for students. Closing while intentionally growing all students is key.	Overall		50.00	55.60
	African American		41.90	50.00
	African American		50.00	55.60

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Attainment G2 (Reading)</p> <p>Hampton School's population is diverse we nearly twenty percent of the population being diverse learners. In the 2018-2020 school year, diverse learners students scored in the fifty percentile in attainment. This is attributed mainly to three factors:</p> <ul style="list-style-type: none"> * Consistent instruction by appropriately certified teachers (no leaves) * Implementing student individual goals while, exposing them to grade appropriate content * SECA and teacher assistant support as well as target intervention (after school programming for these population)- funded through Title I IL-Empower. 	Students with IEPs		55.00	61.00
<p>Vision: NWEA Attainment G2 (Math)</p> <p>In observing past data it is apparent that in years past as well as last school year SQRP that African American students in second grade are are not on equal footing for achievement in the area of Mathematics. The following is noted:</p> <p>EOY 2018-2019 school year data shows the following:</p> <ul style="list-style-type: none"> * Diverse Learner out performed African American students in the second grade. * Latin X students out performed African American second grade students by 17.4 % <p>This points to a fundamental gap in the way mathematics is taught to African-American students who represents nearly fifty percent of the school's overall population. Reading and content specific vocabulary may contribute to this gap.</p>	Latinx		55.00	61.70
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>In this metric it is observable the growth and achievement gaps that are present within a singular school community. Attainment measures whether a student is performing at grade level. By supporting students in this case African American the percentile of student who are performing at or above grade level is much lower that the school's overall score.</p>	African American		43.00	50.00
	Overall		55.00	63.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>While again, Latin X students are outpacing this population twice as much at the sixty-sixth percentile in the area of reading.</p> <p>This is a trend that follows students from primary grade into the upper grades. However, when taking a closer look at the data we find that there are a significant number of students who are African-American who score near attainment yet do not meet their growth targets nor out pace their growth targets to reach the 50th percentile to reach attainment.</p> <p>Through data analysis we learned that in term of instruction that overall the students who grow tend to be in the low average range of RIT bands. This point to a need to differentiate instruction.</p> <p>Hampton is addressing this need through Personalized Learning which requires instructors to heavily consider the individual needs of all students and not unilaterally teach concepts that all children may not need. This allows students to learn and accelerate in content on an individual basis.</p>				
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Although, we moved Diverse Learners in the 2018-2019 school year they continue to meet their growth targets significantly lower than all other student populations. The question remains that if these students have individual growth goals that are to set on the path to access the general curriculum why are they not meeting their individual growth targets?</p> <p>When looking deeper this we (ILT) found that Diverse Learner teachers were overwhelmed trying to teach all content to all of their students. Therefore, in the middle of year all Diverse Learner teachers were departmentalized. These teachers were identified based on certification and their ability to grow students in specific content areas. This proved to be a successful move as we saw growth in Diverse Learner students in the areas of both reading and mathematics.</p> <p>This will be a lasting practice in our school.</p>	Overall		74.00	80.00
	Students with IEPs		30.00	45.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey Hampton School scored as Organized for Improvement according to the Five Essentials Survey during the 2020-2021 school year. However, in the area of Supportive Schools the students scored the school as weak in this area. Particularly noting they did not feel as if they had a stake/voice in what happens at the school. In addition, rating areas that are not monitored expressly by the school as "not feeling safe" such as bathrooms and areas around the school.</p> <p>Another area which needs improvement as rated by teachers and students is Ambitious Instruction (neutral). Despite the efforts to personalized learning experiences students reported that their teachers do not know them personally. This points to that stronger articulation efforts around personalized learning and how this is weaved with SEL efforts support students learning. In addition, providing students with a formalized way to have input on matters of the school . In the 2019-2020 school year a formal Student Council was established a met/organized on a regular basis.</p> <p>Family and community engagement in regards to communication.</p>				3.00	4.00

Custom metrics (0% complete)

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

Self-assessment

Zaneta Abdul-AHad (Apr 19, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.

Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...	MTSS for all students who are below benchmark and construct a system with fidelity for identifying (ISEL/RIOT), supporting (appropriate interventions), and progress monitor (track progress and move when appropriate).
Then we see...	all students meeting/exceeding growth targets with the tools to move towards the grade level benchmarks. In addition, we will see a narrowing of the growth and achievement gap between our schools' priority groups as seen in previous year.
which leads to...	a narrowing and closing of the achievement gap that has existed in our school between priority groups.
Budget Description	In the 2018-2019 school year Hampton School received additional funding from the IL-Empower grant (fund 367). This funding source allowed the school to strategical focus on Diverse Learners who represent nearly twenty percent of our population. During the school year, we were able to identify students and hire Diverse Learner teachers to support DL students for additional interventions during after school time. When combined with our traditional efforts for after school which takes place after the MOY testing window, we were able to reduce class size in after school programming, provide the students (DL's and Gen. Ed) with instructor who were specifically endorsed/ certified in the child's are of need. In addition, we used the NWEA Insight Report to identify area of strengths and challenges so that time with the students was targeted to their individual needs. The IL- Empower grant will last until the end of 2021 and we will continue to use this funding to move our Diverse Learner students. In addition, this funding source provides funding for additional collaboration time between Diverse Learner Teachers
Tags	ODLSS: Instructional Quality

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) All students will participate in BOY testing in the 2020-2021 to gauge learning loss as a result of school closure during the third quarter. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Scheduling diverse learner students first with Diverse Learner teachers who are teaching departmentally. This allows the students to have similar experiences as their general education peers, teachers to collaborate deeply with general education teachers which leads to students (DL) having more exposure to grade level content. <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Teachers will create strong formative assessments that are aligned to the skills that are taught during a course of a unit. Teachers will use the results of these assessments to target challenges as well as identify when students are ready to move forward in the content. Small group instruction that is guided for students who need support and enrichment will take place in the areas of reading and math. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Personalized Learning strategies: To create learning pathways for Math and Science (Year 1) which teachers created scope and sequences are accessible to students. Students are able to self assess and achieve a minimum score of proficiency in order to access the next concept. Using NWEA INSIGHT Reports. Rationale: Many of our students who are close to attainment do not reach their growth goals because lack of exposure to the appropriate content. This is a missed opportunity. <p>Tags:Personalized Learning: Progression Based on Mastery</p> <ul style="list-style-type: none"> • (Not started) During the school day in 2020-2022 Hampton will implement an enrichment/intervention block 4 days a week for students to move by RIT Band. * Students will be assigned on a 10 week basis with an opportunity to move up or be regrouped every five to six weeks. * Teachers (ILT) will work to also, identify students who are near and/or above attainment and create a group for these students as well. <p>Tags:MTSS: Fidelity of Implementation</p>
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Strategy 2

<p>If we do...</p>	<p>Standards based grading that provides students with a specific and customized learning path (Personalized Learning - Grading and Assessment). While, implementing assessments that provide routine and specific feedback to teachers and students (Checkpoint).</p>
<p>Then we see...</p>	<p>Equitable grading for all students based on mastery of a skill in which they are able to build upon to access the next set of skills and/or associated standards.</p>

which leads to...	Increase on-track rates and more students meeting and/or exceeding their growth targets as well as accessing appropriate grade level content.
Budget Description	Doing this will require an great amount of teacher collaboration to consider multiple data sources, curriculum resources and planning. In addition, teachers will need to commit to adopting this practice and release control so that all students are not doing the same activities at the same time. Collaboration during the school day is challenging as substitute coverage is not readily available, collaboration after school will pose a challenge for some teachers. Creative scheduling will be necessary to accomplishing this level of collaboration within a grade band. We have participated in Professional Development with Furman Brown and begun this work. This professional development was provided through the department of Personalized Learning (Hampton is an ELEVATE school).
Tags	Personalized Learning: Progression Based on Mastery
Action steps	<ul style="list-style-type: none"> • (Not started) Provide teachers with professional development on the following. Over the summer to prepare for standards based grading and learning pathway development to support Personalized Learning as well as all student learning. * School wide scope and sequence * Pacing guide/accountability for implementation * Break down of standards (content specific teams), professional development on unpacking standards/standards based grading. i Tags:Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Personalized Learning strategies: To create learning pathways for Math and Science (Year 1) which teachers created scope and sequences are accessible to students. Students are able to self assess and achieve a minimum score of proficiency in order to access the next concept. Using NWEA INSIGHT Reports. Students will take the BOY, MOY and EOY testing sessions although there will be no comparative data for EOY (Spring to Spring). Rationale: Many of our students who are close to attainment do not reach their growth goals because lack of exposure to the appropriate content. This is a missed opportunity. Tags:Math: Curriculum • (Not started) ILT and Personalized Learning Team will reinforce guidelines for standards based grading commitments: * Mastery is 70%< *Students have three opportunities to improve a grade (with intervention between retakes) * Setting up a standards/skills bases grade book. During the summer and revisited during the first days that teachers return: Action: Item grade book set up with the first standard/skill by the end of the sessions. Tags:Balanced Assessment and Grading • (Not started) Communicate to parents the uniformity and how to read a Hampton School teacher grade book for core instruction. What parents can expect? What do notes mean (retake, excuse, missing and etc.) *Open House *School website (video upload) *LSC/PAC Meetings with the Principal Reports Explain what a students must do to independently move through higher content with teacher support. How this may make the grade book and/i.e grade reporting may look different for different students.

	<p>Tags: Family & Community Engagement</p> <ul style="list-style-type: none"> (Not started) Teachers and students will be required to engage students in Personalized Goal Setting session bi-weekly (minimum). The purpose of these conferences/goal setting sessions. Students will track their goals and monitor the outcome in their learner profile binders. Evidence of goal setting sessions/conferences will be presented once a month in grade level meeting in conjunction of monitoring "On-Track" rate. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Grade Levels will develop uniform assessments, in which we will in grade level meeting conduct DDI cycles (Looking at students work) and evaluating if the tasks meets the demands of the standards (alignment). <p>Tags:</p>
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Strategy 3

If we do...	Balanced Literacy with a focus on shared writing and independent writing across all grade levels. As well as within multiple content area so students experience multiple purposes/genres of writing with fidelity.
Then we see...	students being exposed to more content specific vocabulary and ability to comprehend, analyze and synthesize varying genres of texts.
which leads to...	Increase an increase in student Reading Scores within the strand of informational text.
Budget Description	Training from the department of Literacy and continued involvement in the Balanced Literacy Cohort.
Tags	Literacy: Key Practice #3-Frequent Process-based Writing
Action steps	<ul style="list-style-type: none"> (Not started) Scope and sequence (modify CPS) for writing including foundational skills, develop writing team, writing process PD, address writing in every subject (SOLVE-math), cross curricular writing, content/RIT band specific word walls/notebooks <p>Tags: Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) Educate teachers on process writing and writing workshop strategies (to explain ones thinking) as it aligned to the Instructional Core (student discourse) in all content areas (Math, Science, reading, social studies). *Teachers will focus on the process of writing to support mechanics and grammar (not to be taught in isolation) <p>Tags: Math: Student Discourse</p>

	<ul style="list-style-type: none"> • (Not started) Using CPS Writing scope and sequence (revise to place argument near the end of the continuum while teaching embedded skills). Hampton Writing team will develop a school wide calendar (writing genre of the month) with writing prompts/ideas related to content areas. * Monitoring tool (Unit plan submission every 5 weeks) * Month content area writing (showing student work, rubric used assessment) * Bulletin board hallway display of completed and/or actively revised students work with feedback <p>Tags:Curriculum</p> <ul style="list-style-type: none"> • (Not started) Use peer to peer conferences to increase opportunities for quality discourse experiences for students in the area of writing. In addition to conferencing with the teacher, students will have the opportunity to confer with their peers, be provided with feedback and have opportunities to explain their thinking. (discourse). <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language</p> <ul style="list-style-type: none"> • (Not started) In Hampton School Master Scheduling all teachers will be required in all core content areas of (reading, math, social studies and science ...) *Ensure that strategies such as Socratic chairs, Solve, turn and talk, use of questioning stems are available in primary grades for independent reading to encourage discourse. <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts</p>
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Action Plan

Strategy 1

All students will participate in BOY testing in the 2020-2021 to gauge learning loss as a result of school closure during the third quarter.

Sep 14, 2020 to Oct 14, 2020 - Administration (opting in for BOY testing for all students)

Scheduling diverse learner students first with Diverse Learner teachers who are teaching departmentally. This allows the students to have similar experiences as their general education peers, teachers to collaborate deeply with general education teachers which leads to students (DL) having more exposure to grade level content.

Jun 15, 2020 to Jun 30, 2021 - Case Manager and Administration

Teachers will create strong formative assessments that are aligned to the skills that are taught during a course of a unit. Teachers will use the results of these assessments to target challenges as well as identify when students are ready to move forward in the content. Small group instruction that is guided for students who need support and enrichment will take place in the areas of reading and math.

Jun 30, 2020 to Jun 30, 2021 - Teacher teams administration

Personalized Learning strategies: To create learning pathways for Math and Science (Year 1) which teachers created scope and sequences are accessible to students. Students are able to self assess and achieve a minimum score of proficiency in order to access the next concept. Using NWEA INSIGHT Reports. Rationale: Many of our students who are close to attainment do not reach their growth goals because lack of exposure to the appropriate content. This is a missed opportunity.

May 22, 2020 to Jun 18, 2021 - Personalized Learning Team, Math and Science Teachers

During the school day in 2020-2022 Hampton will implement an enrichment/intervention block 4 days a week for students to move by RIT Band. * Students will be assigned on a 10 week basis with an opportunity to move up or be regrouped every five to six weeks. * Teachers (ILT) will work to also, identify students who are near and/or above attainment and create a group for these students as well.

Oct 05, 2020 to May 10, 2021 - Curriculum Coordinator, ILT and teacher teams

Strategy 2

Provide teachers with professional development on the following. Over the summer to prepare for standards based grading and learning pathway development to support Personalized Learning as well as all student learning. * School wide scope and sequence * Pacing guide/accountability for implementation * Break down of standards (content specific teams), professional development on unpacking standards/standards based grading. i

Jun 01, 2020 to Aug 31, 2020 - Personalized Learning Team and ILT

Personalized Learning strategies: To create learning pathways for Math and Science (Year 1) which teachers created scope and sequences are accessible to students. Students are able to self assess and achieve a minimum score of proficiency in order to access the next concept. Using NWEA INSIGHT Reports. Students will take the BOY, MOY and EOY testing sessions although there will be no comparative data for EOY (Spring to Spring). Rationale: Many of our students who are close to attainment do not reach their growth goals because lack of exposure to the appropriate content. This is a missed opportunity.

Jun 29, 2020 to Aug 10, 2020 - Math Teachers and ILT

ILT and Personalized Learning Team will reinforce guidelines for standards based grading commitments: * Mastery is 70%< *Students have three opportunities to improve a grade (with intervention between retakes) * Setting up a standards/skills bases grade book. During the summer and revisited during the first days that teachers return: Action: Item grade book set up with the first standard/skill by the end of the sessions.

Jul 20, 2020 to Aug 31, 2020 - PL team (comprised of the Blue Print team) and the ILT

Communicate to parents the uniformity and how to read a Hampton School teacher grade book for core instruction. What parents can expect? What do notes mean (retake, excuse, missing and etc.) *Open House *School website (video upload) *LSC/PAC Meetings with the Principal Reports Explain what a students must do to independently move through higher content with teacher support. How this may make the grade book and/i.e grade reporting may look different for different students.

Sep 07, 2020 to Jun 30, 2022 - Administrative, ILT and individual teachers

Teachers and students will be required to engage students in Personalized Goal Setting session bi-weekly (minimum). The purpose of these conferences/goal setting sessions. Students will track their goals and monitor the outcome in their learner profile binders. Evidence of goal setting sessions/conferences will be presented once a month in grade level meeting in conjunction of monitoring "On-Track" rate.

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Grade Levels will develop uniform assessments, in which we will in grade level meeting conduct DDI cycles (Looking at students work) and evaluating if the tasks meets the demands of the standards (alignment).

Sep 07, 2020 to Jun 30, 2022 -

Strategy 3

Scope and sequence (modify CPS) for writing including foundational skills, develop writing team, writing process PD, address writing in every subject (SOLVE-math), cross curricular writing, content/RIT band specific word walls/notebooks

Jun 30, 2020 to Sep 30, 2020 - Curriculum Coordinator ILT/ Writing Committee

Educate teachers on process writing and writing workshop strategies (to explain ones thinking) as it aligned to the Instructional Core (student discourse) in all content areas (Math, Science, reading, social studies). *Teachers will focus on the process of writing to support mechanics and grammar (not to be taught in isolation)

Jul 01, 2020 to Jun 30, 2022 - Curriculum Coordinator, ILT (inclusive of administration)

Using CPS Writing scope and sequence (revise to place argument near the end of the continuum while teaching embedded skills). Hampton Writing team will develop a school wide calendar (writing genre of the month) with writing prompts/ideas related to content areas. * Monitoring tool (Unit plan submission every 5 weeks) * Month content area writing (showing student work, rubric used assessment) * Bulletin board hallway display of completed and/or actively revised students work with feedback

Jun 30, 2020 to Jun 30, 2021 - Hampton Writing team, curriculum coach, and ILT

Use peer to peer conferences to increase opportunities for quality discourse experiences for students in the area of writing. In addition to conferencing with the teacher, students will have the opportunity to confer with their peers, be provided with feedback and have opportunities to explain their thinking. (discourse).

Jun 30, 2020 to Jun 30, 2021 - Network 10 ISL Curriculum Coordinator PL Team

In Hampton School Master Scheduling all teachers will be required in all core content areas of (reading, math, social studies and science ...) *Ensure that strategies such as Socratic chairs, Solve, turn and talk, use of questioning stems are available in primary grades for independent reading to encourage discourse.

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.

Yes (data review and strategic planning with stakeholders)

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

Hampton has implemented targeted after school intervention and recruited qualified (appropriate certification/license) to support all priority groups of students.

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.

Yes

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).

Yes

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

Consulting with high performing existing staff to recruit candidates, advertising with university and colleges that have education programs (Golden Apple Scholars as well as the University of Chicago). In place school support mentor (more senior teachers), facilities and demonstration lessons to a committee of 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.

Yes

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

Involvement with SWOP which offers parent training workshops. Community Schools partnership offers enrichment and GED opportunities for parents that have been housed within the school building in the past.

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.

Preschool children and their parents will receive and orientation as well as monthly parent involvement opportunities.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Each year teachers are allowed to propose and work in conjunction with the school principal to develop a comprehensive assessment plan for all student that are served in the school.

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.

Hampton School will implement RIT Band Instruction base on BOY scores to begin with skill related to informational text and Number Sense These skill support overlapping skills. Students will be assess every week and over a 10 week period with the opportunity to move RIT Band groups every five weeks.

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.

Hampton School complies with all state mandates regarding this type of programming. Adult education has been provide through partnership with the Southwest Organizing Project and Community Schools initiative. When resources are available these service are offered to Hampton School. If approved Hampton supports the recruitment and provides the space on it Campus for these programs to operate.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school will provide updates of the Parental Involvement plan and policy at each Parent Advisory Council, Local School Council and Bilingual Advisory Council Meeting. At each meeting there will be time set aside on the agendas to update these bodies on the progress of the plan. Parents of the PAC will have input on the activities that take place over the course of the year and advise how funds are expended.

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

Each year the principal holds an annual meeting to share with parents and community members the Parental Involvement budget, purposes of Title I funds for parent involvement as well as roles and responsibilities for Parent Advisory Council Officers. This meeting is held in mid-September and once the PAC is established parents vote on the educational sessions they would like to participate in throughout the school year. The educational activities that normally take place include parenting classes, SEL classes for parents in regards to how to support their child in the home, Family Nights, participation in workshops on assessments, school tools and navigating their child's online tools.

Events/regular meetings are advertised on the school website, placement of agendas on school doors as well as sent home as a back pack mailer.

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.

In September Hampton school holds an Annual meeting for the Parent Advisory Council. The purpose of this meeting is to inform parent about the funding that is allocated to the school for Parent education opportunities, in this meeting the overall school rating and achievement of priority groups are communicated. At all meeting minutes of the meeting is kept, parent suggestions, ideas and concerns are captured. The Principal will then outline concerns/suggestion along with response and a proposed timeline for action for the items that require actions. Those response will be posted on the Parent Advisory Council web page (remote learning). In addition, the principal will post these communication in the monthly newsletter.

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.

IAR results are normally shared at the beginning of the school year. In addition, the NWEA result (student progress reports) are sent home with students after each administration with the Report Card.

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.

Once a year, the district required that school send notice that parents have "Right to Ask". Then a list is provided to the school of teachers who do not meet the Highly Qualified requirement for the area in which they teach. If applicable, the statements are sent home with the students to deliver to parents.

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

Parents are issued their child's NWEA student Progress Report which disclosed the child's most recent achievement level in reading and math in grade K-8th. The scores are sent home with the final report card if they are available. Also, parent receive additional information about student's reading/math progress along with what students at their particular grade band are expected to demonstrate (skill-based).

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.

Hampton School holds content specific parent workshops that are led by teachers. these workshops address early literacy, math and personalized learning strategies that parent can use at home to support their child's education. Hampton will hold meetings at varying times to allow parents to access this information. In addition, Hampton will hold virtual meetings and/or post videos of the the information share during these workshops to allow parents to access the information when they are able to do so.

Hampton will continue to use its schools website to support communication.

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.

Hampton school will and has created a yearlong calendar in conjunction with the Parent Advisory Council, Bilingual Advisory Council and the Local School Council. This calendar will denote events, workshops that are meant to involve parents. Teachers and staff will be recruited to be the on-staff facilitator for these event. Exit surveys/polls will be available on the school website.

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.

Hampton School will be receiving two Pre-K programs in the fall of 2020. These programs are to serve four year old children for a full-day of instruction. Normally, Hampton School holds and in-person orientation for the kindergarten parents and was planning to do the same for Pre-K parents. In the event this is not the case. Hampton school team will upload videos and schedule Google Meets/Zoom calls to facilitate meeting and provide parents with the necessary information in regards to the program and what they can expect.

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.

Hampton School website is where all of the school's information is available. In addition, there is a schedule/calendar in which all upcoming events are shared. The principal also, does a monthly newsletter that highlights events. In addition, teacher have used Class Dojo to communicate classroom events and expectations to parent. We are less paper dependent at Hampton school.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

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

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

N/A

School-Parent Compact (Complete)

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

Provide a world-class education through shared leadership that is grounded in a solutions-oriented, standards based, data-driven curriculum that values diversity, critical thinking, and creativity through student ownership and personalized learning. The integration of equity in the curriculum and the learning environment affords students the opportunity to reach optimal success.

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.

Parent teachers conferences are held twice a year in November and April in accordance with the district's calendar for Report Card pick-up. In the past the hours were stated and parents could come at any time. This upcoming school year it may be necessary that meetings are held online and/or virtually. This would require that parents sign-up for an appointments and then receive an invitation to a meeting with a teacher. In the event that school does resume with in-person instruction, the virtual option will be available for a parents who cannot make it to the school in person.

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

In addition to Report Card which are issued every 10 weeks (four times a year), students also receive a progress report every 5 weeks. Its is most important that the grades that parents see on the five week report is reflective of all of the work (assessments, assignments and learning) that has taken place over the course of five weeks. Reports are sent home and with a consent from the parent can be emailed to the parent directly.

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

Each teacher has an hour preparation period each day. One of those days are held for Principal directed meetings. The times of the teacher's preparation period is shared with parents. Most of these times are during the school day and parent work. Teachers on their own can schedule to meet with a parent either before or after 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.

Hampton School has a partnership with the Southwest Organizing Project, parent mentor program. This program provides parents with professional development of how to contribute to the learning environment within a classroom. In addition, parents are encouraged to go through the Volunteer Application process to participate in field trips, school events, and participate in an observation of their child. Parents seeking to coach, participate in overnight activities must apply and be approved as a Level I volunteer. Hampton School Community engagement specialist is responsible for the entry and/or assisting parents in accessing the application.

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

Parents are able to monitor their students progress through the parent portal where they may view grades and attendance. Also, parents are able to go their child's teacher' web page and access assignments, contact the teacher to access the Google Classroom where work is posted for their child.

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

Parents will participate in remediation meetings that focus on the teacher, parents and student working together to support the student academically and/or socially and emotionally. parents are also, invited to work with the Specialized services teams to address concerns regarding services and related services for their child. Parents are informed they have a right to request additional services and the Specialize service team must respond with a determination within 60 school days.

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).

Hampton School is a Personalized Learning School (CPS Elevate) where we are implementing student/teacher conferences across grade levels. In addition, student become agents of their own learning as they set goals for themselves relevant to learning, achievement, work habit and SEL goals. Each student is award of their levels and also, work with their teachers to identify strengths and areas of challenge.

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.

To engage parents in meaning learning experiences that provide them with skills/information that allows them to support the success 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.	\$0.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$700.00
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)	\$1398.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1351.00
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 be used only by parents.	\$0.00