Phoebe Apperson Hearst Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/04/2020	Hearst LSC	CIWP Overview and SEF
02/11/2020	ALC/ILT	SEF/ Identifiy Prioriteis
02/19/2020	Grade Band Meetings Hearst Staff	SEF Priority Survey
02/25/2020	ALC/ILT	Data Review and Goal Setting
03/03/2020	Network ISL & HEARST Admin	CIWP Review Progress & Root Cause Analysis

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 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 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 2 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**: ILT Agendas, Professional Development Agendas
- 3 - Structure for Continuous Improvement
    - o 3 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 3 Align the budget to the CIWP priorities and the mission of the school
    - o 2 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 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: School schedules, school maintenance walkthrough, Participate and School Professional Learning Plan, Grade Band and ILT agendas

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- o 4 Curriculum connects to real world, authentic application of learning
- o 3 Curriculum is aligned to expectations of the standards
- o 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Hearst Curriculum Map & Scope and Sequence of Standards

- 2 - Instruction
  - o 2 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 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Instructional Learning Plan, Professional Development agendas, Participate Course work

- 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 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Aspen Gradebook, Professional Learning Course/Assessment, Unit Plans

- 1 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 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)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 1 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)
  - o 1 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)

- o 1 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)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: MTSS Flow Chart, MTSS Meetings, MTSS Data Tracker
- 1 - Transitions, College & Career Access, & Persistence
  - o 1 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 1 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**: Algebra Class, Naviance completion, Student Logger, Parent Portal,

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 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Shared Leadership/ILT Agenda, Student Logger
- 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 1 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 1 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 1 Experience a schoolwide civics culture
  - o **Evidence**: Unit Plans Curriculum map
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Dean of students Role, Staff and Parent handbook, PBIS, CHRObucks
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Leader In Me, Restorative Discipline, Student Logger, Restorative Conversations
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Meetings with parents, teachers, dean, administration, Showcase, Hispanic Heritage and Black History Programs, Monthly bulletin in Spanish and English, PAC/BAC meetings, Parent handbook, School Facebook page, Class Dojo

School Excellence Framework Priorities

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

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	Instruction: Low 2-8 attainment in literacy and math
Root Cause 1	Teachers lack implementation of targeted instructional strategies and designing tasks

	and assessments that promote cognitive rigor and checks for understanding apply
Area of Critical Need 1	MTSS: There is a lack of identifying and addressing Tier 2 & Tier 3 students academic and social emotional needs
Root Cause 2	Lack of systematic systems and structures in place to identify, support, and progress monitor students as well as the interventions that would provide support for Tier 2 and Tier 3 students.
Area of Critical Need 3	Supportive and Equitable Approaches to Discipline: Lack of consistent use of equitable system for addressing student discipline
Root Cause 3	Lack of shared vision of equitable and supportive approaches to discipline resulting in inconsistent application of proactive measures such as SEL Standards, PBIS, and Tier 2 & 3 interventions, as well as reactive procedures including consistent analysis of student misbehaviors

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 (Math)	Overall		44.10	50.00
We are currently using the math curriculum "Go Math", in which lessons are aligned to Common Core. Teacher works with small groups to differentiate toward students' individual skill levels. Teacher will be using MPG Skills Checklist and Compass Learning to progress monitor for math skills. Saturday Academic Fitness is now being extended to include second graders, who will use the Compass Learning program to target specific math skills. Backwards designed Units that focus on Eu's and Eq's that are aligned to CCSS will prepare students for the new demands required in the new 21st century technological world. Since teachers are struggling with grouping students, cross walk instructional strategies, challenges and strengths with student data and student work during GLM to build their capacity.	African American Male		29.00	38.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
5 year goal = 62.88%				
Vision: NWEA Attainment G2 (Reading)	Overall		26.00	33.00
Reading attainment for second grade was better than 29% of schools nationally. The teacher will continue to implement small group differentiated instruction. Groups are broken up by RIT bands and the learning continuum is used to target specific skills. Teacher uses Fountas & Pinnell Leveled Literacy Intervention (LLI) program to target students that are below 50th percentile. The teacher will use Compass Learning and Reading A-Z to provide targeted independent instruction for students. The teacher will implement a progress monitoring system through Reading A-Z Program, Words Their Way, and MPG Skills Checklist. Saturday Academic Fitness is now being extended to include second graders, who will use the Compass Learning program to target specific reading skills

Improve the Core Instructional Program of every teacher through an organized and differentiated Professional Learning System and organization allowing distributed leadership, so that practices are tightly aligned to the expectations of the REACH teacher evaluation system.

5 year goal = 54.22% | African American | | 32.60 | 37.90 |
| Vision: NWEA Attainment G2-8 (Math) | Overall | | 43.97 | 47.14 |
| Hearst moved from the 29th percentile to 49th percentile. Teachers will implement our new Go Math curriculum with fidelity while emphasizing the TRU MATH Dimensions. Teachers will work with students to develop SMART goals to reach attainment so that students can take ownership of their learning and progress. Teachers will differentiate instruction based on RiT scores and utilize compass learning to provide individualized instruction.

Backwards designed Units that focus on Eu's and Eq's that are aligned to CCSS will prepare students for the new demands required in the new 21st century technological world. Since teachers are | African American | | 29.40 | 36.20 |

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
struggling with grouping students, cross walk instructional strategies, challenges and strengths with student data and student work during GLM to build their capacity. 5 year goal = 56.66%				
Vision: NWEA Attainment G2-8 (Reading)	Overall		45.40	28.40
Hearst moved from the 22th percentile to 45th percentile. Teachers in the 3-5 grade band and the 6-8 grade band develop vertically aligned curriculum with the resources that are currently provided. Teachers will work with students to develop SMART goals to reach attainment so that students can take ownership of their learning and progress. Teachers will differentiate instruction based on RIT scores and utilize small group individualized instruction as well as Kahn Academy to progress monitor. Improve the Core Instructional Program of every teacher through organized shared leadership and grade-band collaboration so that instructional practices are identified and targeted to impact specific student literacy problems. 5 year goal = 51.4%	EL		25.48	31.88
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The data in the 5 Essentials showed weak scores for Collaborative Teachers and Ambitious Instruction; specifically, weak scores for Collaborative Practices and Quality Professional Development. As well as other areas including Effective Leaders: 12 (Very Weak), Involved Families: 32 (Weak), Supportive Environment: 25 (Weak), Ambitious Instruction: 37 (Weak), and Collaborative Teachers: 17 (Very Weak)			3.00	4.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	design a Multi-Tiered System of Supports (MTSS) that provides a framework for teacher delivery of high-quality, differentiated instruction and targeted support for all students? academic, social and emotional, and health/wellness needs in all school and classroom settings.
Then we see...	staff provide instruction and interventions with targeted supports for students who require additional, explicit, and more focused instruction to meet the academic and SEL standards.
which leads to...	Increased overall growth in areas of reading and math - 60% SY21, and 62% SY22 of students meeting Growth Targets in Math; 58% SY21 and 60% SY22 of students meeting Growth Targets in Reading
Budget Description	We need additional human resources to implement this strategy. We need a lead teacher to ensure the fidelity of this program succeeds. We will need human resources to support implementation of interventions. We need time for teacher teams to meet on a monthly basis and the MTSS team needs to meet on a weekly basis. We will need to print instructional materials.
Tags	Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment, CBE: Supports, Interventions, or Extensions, Equity: Resource Equity, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, ODLSS: Related Service Providers, OSEL: Tier 2 and 3 Interventions, Math: Equitable Access
Action steps	(Not started) Phase I. Shared Leadership 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 Tags:MTSS: Shared Leadership (Not started) Phase I. Shared Leadership Create a shared understanding of MTSS with major stakeholders using Stakeholder Engagement Modules from National Center on Intensive Intervention Tags:MTSS: Family and Community Engagement, MTSS: Shared Leadership

- (Not started) Phase I. Shared Leadership Establish MTSS team meeting norms, meeting dates, agendas, and team roles

  Tags:MTSS: Shared Leadership

- (Not started) Phase I. Shared Leadership Complete the DBI Interview with the newly established team to determine the current MTSS baseline for the school. Also have the staff as a whole complete a simplified DBI Interview to get the scope of the entire teaching staff

  Tags:MTSS: Shared Leadership

- (Not started) Phase I. Shared Leadership Develop an Effective Evaluation Report using the results from the DBI Interview to effectively define roles, goals, and expectations. This report can be used as a roadmap to establish the schools MTSS team goals and structures.

  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership

- (Not started) Phase I. Shared Leadership Determine school or grade band intervention focus be it academic, behavioral, or a combination of both. (Example: Will this only be academic? A particular subject? Multiple subjects? Behavior included? Certain grade levels?)

  Tags:MTSS: Fidelity of Implementation

- (Not started) Phase I. Shared Leadership Disseminate current focus and progress of the MTSS team. Explain the current plan of the team from the Effective Evaluation Report to stakeholders

  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership

- (Not started) Phase I. Shared Leadership Participate in shared collective learning as an MTSS team around MTSS best practices with MTSS modules provided by the National Center on Intensive Intervention

  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions

- (Not started) Phase II.: MTSS Protocols Team determines the school-wide protocol and process for identifying students that require intervention instruction using researched based protocols from the National Center on Intensive Intervention

  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

- (Not started) Phase II.: MTSS Protocols Team selects a diagnostic Baseline assessment that will be administered for potential Tier 2 and Tier 3 students and who will be responsible for implementation.

Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Fidelity of Implementation, OSEL: Tier 2 and 3 Interventions

- (Not started) Phase II.: MTSS Protocols Team selects or creates the academic progress monitoring tools that will be implemented school wide. Progress monitoring procedures will be defined in terms of frequency, duration, and responsible party.

  Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Second Phase: MTSS Protocols Team selects or creates an evaluation criteria for fidelity to hold team members and teachers accountable for implementing interventions

  Tags:MTSS: Fidelity of Implementation

- (Not started) Second Phase: MTSS Protocols Team learns/familiarizes themselves with researched-based interventions and intervention platforms

  Tags:MTSS: Fidelity of Implementation

- (Not started) Second Phase: MTSS Protocols Identify required resources to implement researched-based interventions

  Tags:MTSS: Fidelity of Implementation

- (Not started) Second Phase: MTSS Protocols Create a school wide schedule for MTSS intervention times

  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

- (Not started) Second Phase: MTSS Protocols Re-take the DBI Implementation Interview Survey to assess teaming progress and structures for MTSS

  Tags:MTSS: Fidelity of Implementation

- (Not started) Second Phase: MTSS Protocols MTSS Meeting for 2021-2022 school year to discuss regular meeting dates, meeting time, roles, and responsibilities as MTSS team members. Also, review learning around MTSS.

  Tags:MTSS: Shared Leadership

- (Not started) Second Phase: MTSS Protocols Continue educating the team about MTSS and DBI protocols as needed. Team Lead will instruct team members that need this professional learning but can be completed as an individual through National Center for Intensive Intervention modules

  Tags:MTSS, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to staff including: MTSS team goal, MTSS vision, MTSS school-wide protocols for identifying students.

  Tags:MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings MTSS Team Meeting will focus on reviewing team exit slip data and staff exit slip Data. Team will make data driven decisions on how to continue rolling out the MTSS process to the larger staff.

  Tags:MTSS: Fidelity of Implementation

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to Staff including: MTSS diagnostic procedures, Responsible Parties, Next steps

  Tags:MTSS: Fidelity of Implementation

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings MTSS Team Meeting will need to determine protocol for reviewing data and determining Interventions (grouping and intervention).

  Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings MTSS team will administer the diagnostic, create an intervention group(s), and select an intervention(s) as a focus group.

  Tags:MTSS: Problem Solving Process

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to Staff: Progress Monitoring procedures, Responsible Parties, Next Steps

  Tags:MTSS: Shared Leadership

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Meeting will use data reviewing protocol to look at the focus group data. Team will look for trends and misconceptions in order to adjust. Team will also use fidelity protocol to ensure proper protocol is in place

  Tags:MTSS: Fidelity of Implementation

- (Not started) Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to staff: Intervention sources, Intervention Implementation, Resources, Responsible Parties, Focus Group, Data Share out

Tags:MTSS: Fidelity of Implementation

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Begin the MTSS process on a larger scale within the primary grade levels by identifying students that are not responding to Tier 1 instruction using school-wide protocol

  Tags:MTSS: Problem Solving Process

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Contact families to explain that their child meets the determined MTSS eligibility and what the next steps mean/look like

  Tags:MTSS: Family and Community Engagement

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Responsible parties administer diagnostic assessment for baseline data to the approved students

  Tags:MTSS: Problem Solving Process

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Intervention groups are established with progress monitoring protocols in place

  Tags:MTSS: Problem Solving Process

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) MTSS Team continues meeting regularly to review data and provide fidelity evaluations to ensure accurate implementation. Adjustments should be made as needed.

  Tags:MTSS: Fidelity of Implementation

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Communicate with parents on an ongoing basis the progress of their student within the MTSS intervention curriculum so that they are aware of the extra supports being administered

  Tags:MTSS: Family and Community Engagement

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) MTSS team meets at the end of the progress monitoring cycle to determine if the student has mastered the intervention based on progress monitoring data and requires more, less, or no further support.

  Tags:MTSS: Fidelity of Implementation

- (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) MTSS team meets at the end of the progress monitoring cycle to determine if the

	student has mastered the intervention based on progress monitoring data and requires more, less, or no further support.
	Tags:MTSS: Problem Solving Process
	• (Not started) Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Communicate with parents on the status of a student?s intervention
	Tags:MTSS: Family and Community Engagement

Strategy 2

If we do...	build teachers? instructional capacity through professional learning communities to prepare students for the 21 century by using meaningful and relevant text and asking complex questions that facilitate student-driven discussions and inquiry
Then we see...	teachers implementing the use of targeted instructional strategies and designing tasks and assessments that promote cognitive rigor and checks for understanding, while seeing students actively engaging in rigorous activities that are designed to enhance their academic growth by helping them engage in collaborative discussions through media and print, evidenced by questioning each other, challenging one another's ideas and/or thinking, communicating, and transferring their knowledge to all settings.
which leads to...	increased overall attainment in reading and math - 46% of students meeting attainment in Reading (32% of EL students) by end of SY22 and 47% of students meeting attainment in Math (36% of AA students) by end of SY22.
Budget Description	Professional Development Consultants/vendors, Materials (instr. and software)
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning, OSEL: SEL Instruction
Action steps	• (Not started) Provide a full-scale PD on Depth of Knowledge for teachers in person and using the Participate platform that elevates the cognitive demand of the instructional goals and tasks that teachers develop and curate for students and that encourages teachers to engage in a cycle of reflection on what they currently ask students to do in tasks, why they ask this, and how it contributes to and demonstrates student learning. Tags:Leadership for Continuous Improvement, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) Provide professional development to targeted grade band teachers on CPS: Checkpoint to train teachers in creating, administering, and analyzing CCSS formative assessments

  Tags:Assessment: Checkpoint Student Assessment System

- (Not started) Select and train a target cohort (Interest survey) of five emerging teachers who would benefit from an in-depth instructional design training from the Understanding By Design (UBD) and Project-Based Learning lens to submerge themselves into professional development geared towards enhancing teacher capacity to design balanced assessments that are well aligned to the units and instruction.

  Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) Nurture teacher growth in providing high quality academic feedback to students through the Participate professional learning platform and weekly bulletin reminders by admin.

  Tags:Assessment: Monitoring Student Learning to Support Growth

- (Not started) Teach students feedback protocols that will help students understand the purpose of feedback and how to reflect on feedback and apply it to task. Include SEL, LIM standards to support students ability to take and apply feedback to understand it is the process of learning that is valuable.

  Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Identify ways to celebrate students' risks and attempts to learn and improve. Activate teachers? interest in delivering a high quality of academic feedback to students on learning tasks by publicly praising exemplary artifacts of academic feedback in staff newsletters and encouraging teachers to display student work accompanied by academic feedback from teachers on bulletin boards.

  Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Acquire the instructional technology tool of additional Chromebooks (100 more in SY 20-21) so that every student (Gen Ed, EL's, Diverse Learners, and Cluster students) grades 5-8 can have the 1-1 benefit and grades 2-4 can have the 2-1 benefit from routine instructional activities in their core classes while at school that promote skills necessary for success in the 21st Century

  Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 4-21st Century Professional Learning

- (Not started) Teachers will develop 21st Century instructional strategies such as: research; content creation; critical media consumption; evaluation of sources; research-proven project-based learning; fact-checking; distinguishing between real and fake news; typing papers; participating in online discussion boards;

interacting with virtual museums; exploring geography; designing mathematical simulations; creating websites, animations, blogs, and vlogs; collaboration; coding; and an ultimate mastery of the Common Core College and Career Anchor Standard W.6 which requires students to "use technology, including the Internet, to produce and publish writing and to interact and collaborate with others" all while creating the technological infrastructure to progress monitor students through the different phases of Tier 1 instruction, and Tier 2 and 3 differentiation/individualization, that proves critical to school-wide MTSS implementation and progress monitoring.

Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning

- (Not started) Identify student technology needs and implement instructional practices so students are better prepared for online learning.

  Tags:Literacy: Shift 4-21st Century Professional Learning

- (Not started) Provide Gradebook expectations during professional development to teachers during September Institute Days. Develop, present, review and give feedback to teachers on Gradebook expectations to ensure that learning tasks are Common Core aligned and directly related to the quarterly standards identified in the unit plans. Tasks being assessed must be balanced and varied across the five grading categories to ensure all standards are being assessed with equity and fidelity. This is also directly aligned to DOK and equity (ex. ensuring that no teacher has the majority of assignments in the "Homework" category while neglecting the "Collaboration and Presentation?, "Assignments", or ?Formative Assessment? categories. Begins in stage three of unit plans.

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) PK-3 Foundational Skills Kindergarten teacher attend Orton Gillingham training for in order to understand a tier 1 reading program, possible grant.

  Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) PK-3 Foundational Skills Trained Orton Gillingham teachers will train and collaborate with the primary team during professional development in a two series session during the BOY instutute days

  Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) PK-3 Foundational Skills Setup, organize, share, and post literacy block for a K-3 classrooms

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) PK-3 Foundational Skills Create a timeline and schedule to organize all Orton Gillingham materials so primary teachers are prepared to begin the program immediately after both completion of BAS testing and the first 20 days.

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) PK-3 Foundational Skills Administer BAS, analyze, and identify students to group them in appropriate settings using district standards and guidelines.

  Tags:Assessment: PreK-3 Assessment

- (Not started) PK-3 Foundational Skills Establish student groups: what will the groups be focusing on. (Submit to administration in the BAS recording tool spreadsheet) ?Example: ?-student is red in everything, pick 1 area ?-student is yellow and red, pick 1-2 areas ?-student is mostly green and yellow, focus on moving 1 yellow area

  Tags:Assessment: Improving Assessment Literacy

- (Not started) PK-3 Foundational Skills Review schedule and create walking RIT bands if necessary based on student grouping needs

  Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) PK-3 Foundational Skills Use Orton Gillingham to guide small group instruction. Curriculum should be followed for Q1 and Q2. (20 weeks)

  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) PK-3 Foundational Skills Progress monitoring for all groups and all students. Need to create a standard. ?Green Students: Every 5 weeks, 4 data points minimum ?Yellow Students: Every 3 weeks, 6 data points minimum ?Red Students: Every 2 weeks, 5 data points by the end of 10 weeks... can see if MTSS is necessary for Q2

  Tags:Assessment: Monitoring Student Learning to Support Growth

- (Not started) PK-3 Foundational Skills Re-Administer BAS Test at MOY benchmark

  Tags:Assessment: Monitoring Student Learning to Support Growth

- (Not started) PK-3 Foundational Skills At winter benchmark, students that did not make progress or fell below the benchmark would be referred for MTSS Tier 2 or Tier 3 supports. IEP referrals could be considered once the student has 10 data points of no progress, decline, or regression.

  Tags:Assessment: Monitoring Student Learning to Support Growth

	• (Not started) PK-3 Foundational Skills Adjust groups as needed. Use Orton Gillingham to guide small group instruction. Curriculum should be followed for Q3 and Q4 (20 weeks). Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) PK-3 Foundational Skills Continue progress monitoring protocols (Follow same protocols for each quarter/data point expectations from Step 7) Tags:Assessment: PreK-3 Assessment • (Not started) PK-3 Foundational Skills 12: Administer EOY BAS TESTING (Record in BAS TOOL) Tags:Assessment: PreK-3 Assessment • (Not started) Partner with Erikson Institute to Build PK-3rd grade teachers' capacity to build foundational math skills concepts in our students. Teachers are setting the foundation for students to understand terminology and concepts early so they are prepared to apply the information in various settings. Tags:Math: Student Discourse, Math: Equitable Access

Strategy 3

If we do...	approach supportive and equitable discipline by integrating a two-fold system Hearst staff will apply proactive measures such as SEL standards, PBIS, MTSS as well as reactive procedures including restorative discipline and consistent analysis of student behavior.
Then we see...	teachers addressing the root causes of student behaviors and students taking ownership and applying SEL strategies to correct their actions.
which leads to...	An improvement of Tier 1 intervention, as well as a decrease in-school suspension rates and teacher incident, reports in Student Logger.
Budget Description	ESP position, Ext. Day - Buckets, Supplies, Materials (instr. and software)
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Culture and Climate Team Meeting: Shared Leadership Culture and Climate Team will meet to establish a vision for our team as well as a vision for what a supportive and restorative approach to discipline means at Hearst. Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Culture and Climate Team Meeting: Shared Leadership Administer a needs assessment document to staff to evaluate school?s behavioral health capacity and needs.

  Tags:OSEL: Supportive School Environment

- (Not started) Culture and Climate Team Meeting: Shared Leadership CCT will analyze needs assessment and determine if school can benefit from a partnership, and determine if school can receive grant or free partnership if we don?t have the resources to support the partnership. CCT will reach out to local agencies and community partners through cold calling, site visits, invitations to school.

  Tags:MTSS: Family and Community Engagement, OSEL: Supportive and Equitable Discipline Practices

- (Not started) Culture and Climate Team Meeting: Shared Leadership CCT will establish community norms for team

  Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Culture and Climate Team Meeting: Shared Leadership CCT will establish roles and responsibilities for each member of our team

  Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Culture and Climate Team Meeting: Shared Leadership CCT establishes a calendar of meeting times and dates for the 2020-2021 school year.

  Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Culture and Climate Team Meeting: Shared Leadership CCT will progress monitor action items for Restorative Discipline, SEL practices, student/staff/family engagement, PBIS, and the behavior component of MTSS. Each of these elements will need to be defined as to what they mean in relation to Restorative Discipline.

  Tags:OSEL: Supportive School Environment

- (Not started) Culture and Climate Team Meeting: Shared Leadership CCT will identify school-wide positive behavior support strategies for students at the classroom level

  Tags:OSEL: Supportive School Environment

- (Not started) Tier 1: PBIS Culture and Climate team will create a library of resources for teachers to use for PBIS and distribute during PD week

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

- (Not started) CCT will facilitate professional development for teachers to establish implementation of Tier 1 positive behavior support strategies for students at the classroom level.

  Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment

- (Not started) Tier 1: PBIS Create school store for PK-4 incentive system (Pre-K-4 will be the school store and grades 5-8 will be monthly rewards and activities for positive behaviors).

  Tags:OSEL: Supportive School Environment

- (Not started) Tier 1: PBIS Create monthly rewards and activities for 5-8 grade

  Tags:OSEL: Supportive School Environment

- (Not started) Tier 1: PBIS Create a calendar of PBIS events including a school-wide beginning of the year themed kick off over the summer and share with staff at the beginning of the school year.

  Tags:OSEL: Supportive Classroom Environment

- (Not started) Counselor, Dean of Students, and teacher rep., will lead monthly DDI cycles on student behaviors using data from student logger and Dashboard.

  Tags:MTSS: Progress Monitoring

- (Not started) Data Analysis Teachers and CCT will identify action items for teachers to implement in response to commonly-logged student behaviors. The Culture and Climate Team will also lead grade monthly band teams in further learning around PBIS, SEL, and restorative practices.

  Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Data Analysis The Culture and Climate Team will provide monthly data-driven professional learning during gradeband meetings to develop teacher?s understanding of best practices focused on PBIS, SEL, and restorative practices.

  Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) CCT will establish a school-wide SEL program. Teachers in grades PK-4 will provide explicit SEL instruction to their students by applying Standards based SEL practices with a heavy focus on one trait each month that also are aligned to the SDG Curriculum Teachers will be trained in the SEL best practices during professional development week before school starts and will include their curriculum in their quarterly unit plans. SEL should be taught daily in these grade levels. Teachers will report progress of the program and learning in Culture and Climate-led grade band meetings. Middle School will have a teacher and student led SEL programming called Student Voice Communities on SEL Topics. Each week, students will meet and discuss SEL concepts around the character trait

assigned to each month. This time will include community/school projects, community building activities, guest speakers, and research-based discussions centered on the SDG unit plans. Student leaders will be selected at the beginning of the year to work with the Culture and Climate Team and the school counselor to plan weekly activities.

Tags:OSEL: SEL Instruction

- (Not started) Restorative Discipline Tier 2 and 3 Develop a Restorative Reflection and Action Program (RRAP) to respond to student misbehaviors that will allow students a restorative approach to discipline through school service projects or leadership opportunities. This program will replace detention and students listed as tier II for behavior or students with behaviors referred to the dean will be recommended to this program.

  Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Restorative Discipline Engage the whole staff in student partnership activity so that identified students are paired with a staff member to reflect on their behaviors and goals through the RRAP program.

  Tags:OSEL: Supportive School Environment

- (Not started) Professional Development Dean of students and school counselor will attend the trainer conferences on identified restorative discipline practices to train the staff.

  Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Professional Development Teachers will receive whole-school professional development on trauma-informed practices

  Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Professional Development Teachers will receive whole-school professional development on talking circles with the intention to lead to peace circles

  Tags:OSEL: Supportive Classroom Environment

Action Plan

Strategy 1

Phase I. Shared Leadership 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

Jun 30, 2020 to Jul 28, 2020 - Administration

Phase I. Shared Leadership Create a shared understanding of MTSS with major stakeholders using Stakeholder Engagement Modules from National Center on Intensive Intervention

Jul 01, 2020 to Aug 28, 2020 - Administration /School Counselor Psychologist Resource Team Primary Gen Ed Upper Elementary Gen Ed Middle School Gen Ed

Phase I. Shared Leadership Establish MTSS team meeting norms, meeting dates, agendas, and team roles

Jun 01, 2020 to Aug 28, 2020 - Representative from each: Admin Resource Sped Primary General Ed Psychologist

Phase I. Shared Leadership Complete the DBI Interview with the newly established team to determine the current MTSS baseline for the school. Also have the staff as a whole complete a simplified DBI Interview to get the scope of the entire teaching staff

Aug 07, 2020 to Sep 04, 2020 - MTSS Team Members

Phase I. Shared Leadership Develop an Effective Evaluation Report using the results from the DBI Interview to effectively define roles, goals, and expectations. This report can be used as a roadmap to establish the schools MTSS team goals and structures.

Jul 03, 2020 to Sep 11, 2020 - All members of the MTSS team MTSS Lead

Phase I. Shared Leadership Determine school or grade band intervention focus be it academic, behavioral, or a combination of both. (Example: Will this only be academic? A particular subject? Multiple subjects? Behavior included? Certain grade levels?)

Jul 10, 2020 to Sep 11, 2020 - All members of the MTSS

Phase I. Shared Leadership Disseminate current focus and progress of the MTSS team. Explain the current plan of the team from the Effective Evaluation Report to stakeholders

Sep 01, 2020 to Oct 30, 2020 - All members of the MTSS

Phase I. Shared Leadership Participate in shared collective learning as an MTSS team around MTSS best practices with MTSS modules provided by the National Center on Intensive Intervention

May 22, 2020 to Nov 20, 2020 - All members of the MTSS

Phase II.: MTSS Protocols Team determines the school-wide protocol and process for identifying students that require intervention instruction using researched based protocols from the National Center on Intensive Intervention

Jun 05, 2020 to Aug 28, 2020 - All members of the MTSS

Phase II.: MTSS Protocols Team selects a diagnostic Baseline assessment that will be administered for potential Tier 2 and Tier 3 students and who will be responsible for implementation.

Jun 05, 2020 to Aug 28, 2020 - All members of the MTSS

Phase II.: MTSS Protocols Team selects or creates the academic progress monitoring tools that will be implemented school wide. Progress monitoring procedures will be defined in terms of frequency, duration, and responsible party.

Jun 05, 2020 to Aug 28, 2020 - MTSS Team

Second Phase: MTSS Protocols Team selects or creates an evaluation criteria for fidelity to hold team members and teachers accountable for implementing interventions

Jun 05, 2020 to Aug 28, 2020 - MTSS Team

Second Phase: MTSS Protocols Team learns/familiarizes themselves with researched-based interventions and intervention platforms

Jun 05, 2020 to Aug 28, 2020 - MTSS Team

Second Phase: MTSS Protocols Identify required resources to implement researched-based interventions

Jun 05, 2020 to Aug 28, 2020 - MTSS Team

Second Phase: MTSS Protocols Create a school wide schedule for MTSS intervention times

Jun 05, 2020 to Aug 28, 2020 - MTSS Team

Second Phase: MTSS Protocols Re-take the DBI Implementation Interview Survey to assess teaming progress and structures for MTSS

Jan 08, 2021 to Jan 15, 2021 - MTSS Team

Second Phase: MTSS Protocols MTSS Meeting for 2021-2022 school year to discuss regular meeting dates, meeting time, roles, and responsibilities as MTSS team members. Also, review learning around MTSS.

May 07, 2021 to Jun 04, 2021 - MTSS Team

Second Phase: MTSS Protocols Continue educating the team about MTSS and DBI protocols as needed. Team Lead will instruct team members that need this professional learning but can be completed as an individual through National Center for Intensive Intervention modules

Aug 02, 2021 to Aug 27, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to staff including: MTSS team goal, MTSS vision, MTSS school-wide protocols for identifying students.

Aug 02, 2021 to Sep 03, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings MTSS Team Meeting will focus on reviewing team exit slip data and staff exit slip Data. Team will make data driven decisions on how to continue rolling out the MTSS process to the larger staff.

Aug 03, 2020 to Sep 03, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to Staff including: MTSS diagnostic procedures, Responsible Parties, Next steps

Aug 03, 2020 to Sep 03, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings MTSS Team Meeting will need to determine protocol for reviewing data and determining Interventions (grouping and intervention).

Jul 09, 2020 to Sep 03, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings MTSS team will administer the diagnostic, create an intervention group(s), and select an intervention(s) as a focus group.

Jul 09, 2020 to Sep 03, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to Staff: Progress Monitoring procedures, Responsible Parties, Next Steps

Jul 09, 2020 to Sep 03, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Meeting will use data reviewing protocol to look at the focus group data. Team will look for trends and misconceptions in order to adjust. Team will also use fidelity protocol to ensure proper protocol is in place

Jul 09, 2020 to Sep 03, 2021 - MTSS Team

Phase 3: Ongoing Professional Learning For Staff & Continuation of MTSS Meetings Rollout learning MTSS to staff: Intervention sources, Intervention Implementation, Resources, Responsible Parties, Focus Group, Data Share out

Jul 09, 2020 to Sep 03, 2021 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Begin the MTSS process on a larger scale within the primary grade levels by identifying students that are not responding to Tier 1 instruction using school-wide protocol

Oct 05, 2020 to Oct 05, 2020 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Contact families to explain that their child meets the determined MTSS eligibility and what the next steps mean/look like

Oct 19, 2020 to Nov 06, 2020 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Responsible parties administer diagnostic assessment for baseline data to the approved students

Oct 12, 2020 to Oct 26, 2020 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Intervention groups are established with progress monitoring protocols in place

Oct 27, 2020 to Oct 30, 2020 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) MTSS Team continues meeting regularly to review data and provide fidelity evaluations to ensure accurate implementation. Adjustments should be made as needed.

Nov 02, 2020 to Jun 18, 2021 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Communicate with parents on an ongoing basis the progress of their student within the MTSS intervention curriculum so that they are aware of the extra supports being administered

Nov 02, 2020 to Jun 18, 2021 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) MTSS team meets at the end of the progress monitoring cycle to determine if the student has mastered the intervention based on progress monitoring data and requires more, less, or no further support.

Nov 09, 2020 to Jun 18, 2021 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) MTSS team meets at the end of the progress monitoring cycle to determine if the student has mastered the intervention based on progress monitoring data and requires more, less, or no further support.

Nov 30, 2020 to Jun 18, 2021 - MTSS Team

Phase 4: Implement MTSS with the Primary Grade Levels (K-3) Communicate with parents on the status of a student?s intervention

Oct 12, 2020 to Jun 18, 2021 - MTSS Team

Strategy 2

Provide a full-scale PD on Depth of Knowledge for teachers in person and using the Participate platform that elevates the cognitive demand of the instructional goals and tasks that teachers develop and curate for students and that encourages teachers to engage in a cycle of reflection on what they currently ask students to do in tasks, why they ask this, and how it contributes to and demonstrates student learning.

Nov 05, 2020 to Jun 18, 2021 - ALC/ADMIN

Provide professional development to targeted grade band teachers on CPS: Checkpoint to train teachers in creating, administering, and analyzing CCSS formative assessments

Aug 31, 2020 to Sep 04, 2020 - ALC/ADMIN

Select and train a target cohort (Interest survey) of five emerging teachers who would benefit from an in-depth instructional design training from the Understanding By Design (UBD) and Project-Based Learning lens to submerge themselves into professional development geared towards enhancing teacher capacity to design balanced assessments that are well aligned to the units and instruction.

Jul 13, 2020 to Apr 09, 2021 - ALC

Nurture teacher growth in providing high quality academic feedback to students through the Participate professional learning platform and weekly bulletin reminders by admin.

Aug 31, 2020 to Nov 06, 2020 - ALC/ADMIN

Teach students feedback protocols that will help students understand the purpose of feedback and how to reflect on feedback and apply it to task. Include SEL, LIM standards to support students ability to take and apply feedback to understand it is the process of learning that is valuable.

Sep 14, 2020 to Nov 05, 2020 - ALC

Identify ways to celebrate students' risks and attempts to learn and improve. Activate teachers? interest in delivering a high quality of academic feedback to students on learning tasks by publicly praising exemplary artifacts of academic feedback in staff newsletters and encouraging teachers to display student work accompanied by academic feedback from teachers on bulletin boards.

Aug 31, 2020 to Nov 06, 2020 - ALC/ADMIN

Acquire the instructional technology tool of additional Chromebooks (100 more in SY 20-21) so that every student (Gen Ed, EL's, Diverse Learners, and Cluster students) grades 5-8 can have the 1-1 benefit and grades 2-4 can have the 2-1 benefit from routine instructional activities in their core classes while at school that promote skills necessary for success in the 21st Century

Aug 31, 2020 to Jun 18, 2021 - ALC/ADMIN

Teachers will develop 21st Century instructional strategies such as: research; content creation; critical media consumption; evaluation of sources; research-proven project-based learning; fact-checking; distinguishing between real and fake news; typing papers; participating in online discussion boards; interacting with virtual museums; exploring geography; designing mathematical simulations; creating websites, animations, blogs, and vlogs; collaboration; coding; and an ultimate mastery of the Common Core College and Career Anchor Standard W.6 which requires students to "use technology, including the Internet, to produce and publish writing and to interact and collaborate with others" all while creating the technological infrastructure to progress monitor students through the different phases of Tier 1 instruction, and Tier 2 and 3 differentiation/individualization, that proves critical to school-wide MTSS implementation and progress monitoring.

Aug 31, 2020 to Jun 18, 2021 - ALC/ADMIN

Identify student technology needs and implement instructional practices so students are better prepared for online learning.

Oct 05, 2020 to Jun 18, 2021 - Teachers/Tech. Coord.

Provide Gradebook expectations during professional development to teachers during September Institute Days. Develop, present, review and give feedback to teachers on Gradebook expectations to ensure that learning tasks are Common Core aligned and directly related to the quarterly standards identified in the unit plans. Tasks being assessed must be balanced and varied across the five grading categories to ensure all standards are being assessed with equity and fidelity. This is also directly aligned to DOK and equity (ex. ensuring that no teacher has the majority of assignments in the "Homework" category while neglecting the "Collaboration and Presentation?, "Assignments", or ?Formative Assessment? categories. Begins in stage three of unit plans.

Aug 31, 2020 to Oct 05, 2020 - ADMIN

PK-3 Foundational Skills Kindergarten teacher attend Orton Gillingham training for in order to understand a tier 1 reading program, possible grant.

Aug 31, 2020 to Jan 29, 2021 - PrimaryTeam/Admin

PK-3 Foundational Skills Trained Orton Gillingham teachers will train and collaborate with the primary team during professional development in a two series session during the BOY instutute days

Aug 31, 2020 to Oct 02, 2020 - Primary Team

PK-3 Foundational Skills Setup, organize, share, and post literacy block for a K-3 classrooms

Aug 31, 2020 to Sep 04, 2020 - Primary Team

PK-3 Foundational Skills Create a timeline and schedule to organize all Orton Gillingham materials so primary teachers are prepared to begin the program immediately after both completion of BAS testing and the first 20 days.

Aug 31, 2020 to Sep 04, 2020 - Primary Team

PK-3 Foundational Skills Administer BAS, analyze, and identify students to group them in appropriate settings using district standards and guidelines.

Sep 07, 2020 to Oct 05, 2020 - Primary Team

PK-3 Foundational Skills Establish student groups: what will the groups be focusing on. (Submit to administration in the BAS recording tool spreadsheet) ?Example: ?-student is red in everything, pick 1 area ?-student is yellow and red, pick 1-2 areas ?-student is mostly green and yellow, focus on moving 1 yellow area

Sep 07, 2020 to Oct 05, 2020 - Primary Team

PK-3 Foundational Skills Review schedule and create walking RIT bands if necessary based on student grouping needs

Oct 05, 2020 to Oct 19, 2020 - Primary Team

PK-3 Foundational Skills Use Orton Gillingham to guide small group instruction. Curriculum should be followed for Q1 and Q2. (20 weeks)

Aug 31, 2020 to Jun 18, 2021 - Primary Team

PK-3 Foundational Skills Progress monitoring for all groups and all students. Need to create a standard. ?Green Students: Every 5 weeks, 4 data points minimum ?Yellow Students: Every 3 weeks, 6 data points minimum ?Red Students: Every 2 weeks, 5 data points by the end of 10 weeks... can see if MTSS is necessary for Q2

Oct 19, 2020 to Jun 18, 2021 - Primary Team

PK-3 Foundational Skills Re-Administer BAS Test at MOY benchmark

Feb 01, 2021 to Feb 26, 2021 - Primary Team

PK-3 Foundational Skills At winter benchmark, students that did not make progress or fell below the benchmark would be referred for MTSS Tier 2 or Tier 3 supports. IEP referrals could be considered once the student has 10 data points of no progress, decline, or regression.

Jan 11, 2021 to Jan 25, 2021 - Primary Team

PK-3 Foundational Skills Adjust groups as needed. Use Orton Gillingham to guide small group instruction. Curriculum should be followed for Q3 and Q4 (20 weeks).

Nov 09, 2020 to Jun 18, 2021 - Primary Team

PK-3 Foundational Skills Continue progress monitoring protocols (Follow same protocols for each quarter/data point expectations from Step 7)

Oct 05, 2020 to Jun 18, 2021 - Primary Team

PK-3 Foundational Skills 12: Administer EOY BAS TESTING (Record in BAS TOOL)

May 03, 2021 to Jun 18, 2021 - Primary Team

Partner with Erikson Institute to Build PK-3rd grade teachers' capacity to build foundational math skills concepts in our students. Teachers are setting the foundation for students to understand terminology and concepts early so they are prepared to apply the information in various settings.

Aug 31, 2020 to Jun 18, 2021 - Primary Team, Admin.

Strategy 3

Culture and Climate Team Meeting: Shared Leadership Culture and Climate Team will meet to establish a vision for our team as well as a vision for what a supportive and restorative approach to discipline means at Hearst.

Aug 02, 2020 to Jul 30, 2021 - CCT and Counselor and Dean

Culture and Climate Team Meeting: Shared Leadership Administer a needs assessment document to staff to evaluate school?s behavioral health capacity and needs.

Jun 01, 2020 to Jun 19, 2020 - CCT and Counselor and Dean

Culture and Climate Team Meeting: Shared Leadership CCT will analyze needs assessment and determine if school can benefit from a partnership, and determine if school can receive grant or free partnership if we don?t have the resources to support the partnership. CCT will reach out to local agencies and community partners through cold calling, site visits, invitations to school.

Jun 01, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

Culture and Climate Team Meeting: Shared Leadership CCT will establish community norms for team

Jun 01, 2020 to Aug 28, 2020 - CCT and Counselor and Dean

Culture and Climate Team Meeting: Shared Leadership CCT will establish roles and responsibilities for each member of our team

Jun 01, 2020 to Aug 31, 2020 - CCT and Counselor and Dean

Culture and Climate Team Meeting: Shared Leadership CCT establishes a calendar of meeting times and dates for the 2020-2021 school year.

Jun 01, 2020 to Sep 04, 2020 - CCT and Counselor and Dean

Culture and Climate Team Meeting: Shared Leadership CCT will progress monitor action items for Restorative Discipline, SEL practices, student/staff/family engagement, PBIS, and the behavior component of MTSS. Each of these elements will need to be defined as to what they mean in relation to Restorative Discipline.

Sep 07, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

Culture and Climate Team Meeting: Shared Leadership CCT will identify school-wide positive behavior support strategies for students at the classroom level

Jun 01, 2020 to Sep 04, 2020 - CCT and Counselor and Dean

Tier 1: PBIS Culture and Climate team will create a library of resources for teachers to use for PBIS and distribute during PD week

Jun 01, 2020 to Aug 28, 2020 - CCT and Counselor and Dean

CCT will facilitate professional development for teachers to establish implementation of Tier 1 positive behavior support strategies for students at the classroom level.

Aug 31, 2020 to Nov 06, 2020 - CCT and Counselor and Dean

Tier 1: PBIS Create school store for PK-4 incentive system (Pre-K-4 will be the school store and grades 5-8 will be monthly rewards and activities for positive behaviors).

Aug 31, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

Tier 1: PBIS Create monthly rewards and activities for 5-8 grade

Jun 01, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

Tier 1: PBIS Create a calendar of PBIS events including a school-wide beginning of the year themed kick off over the summer and share with staff at the beginning of the school year.

Jun 01, 2020 to Sep 04, 2020 - CCT and Counselor and Dean

Counselor, Dean of Students, and teacher rep., will lead monthly DDI cycles on student behaviors using data from student logger and Dashboard.

Sep 07, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

Data Analysis Teachers and CCT will identify action items for teachers to implement in response to commonly-logged student behaviors. The Culture and Climate Team will also lead grade monthly band teams in further learning around PBIS, SEL, and restorative practices.

Aug 31, 2020 to Jun 25, 2021 - CCT and Counselor and Dean

Data Analysis The Culture and Climate Team will provide monthly data-driven professional learning during gradeband meetings to develop teacher?s understanding of best practices focused on PBIS, SEL, and restorative practices.

Aug 31, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

CCT will establish a school-wide SEL program. Teachers in grades PK-4 will provide explicit SEL instruction to their students by applying Standards based SEL practices with a heavy focus on one trait each month that also are aligned to the SDG Curriculum Teachers will be trained in the SEL best practices during professional development week before school starts and will include their curriculum in their quarterly unit plans. SEL should be taught daily in these grade levels. Teachers will report progress of the program and learning in Culture and Climate-led grade band meetings. Middle School will have a teacher and student led SEL programming called Student Voice Communities on SEL Topics. Each week, students will meet and discuss SEL concepts around the character trait assigned to each month. This time will include community/school projects, community building activities, guest speakers, and research-based discussions centered on the SDG unit plans. Student leaders will be selected at the beginning of the year to work with the Culture and Climate Team and the school counselor to plan weekly activities.

Aug 31, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

Restorative Discipline Tier 2 and 3 Develop a Restorative Reflection and Action Program (RRAP) to respond to student misbehaviors that will allow students a restorative approach to discipline through school service projects or leadership opportunities. This program will replace detention and students listed as tier II for behavior or students with behaviors referred to the dean will be recommended to this program.

Jun 01, 2020 to Sep 04, 2020 - CCT and Counselor and Dean

Restorative Discipline Engage the whole staff in student partnership activity so that identified students are paired with a staff member to reflect on their behaviors and goals through the RRAP program.

Aug 31, 2020 to Sep 04, 2020 - CCT and Counselor and Dean

Professional Development Dean of students and school counselor will attend the trainer conferences on identified restorative discipline practices to train the staff.

Aug 31, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

Professional Development Teachers will receive whole-school professional development on trauma-informed practices

Aug 31, 2020 to Jan 29, 2021 - CCT and Counselor and Dean

Professional Development Teachers will receive whole-school professional development on talking circles with the intention to lead to peace circles

Aug 31, 2020 to Jun 18, 2021 - CCT and Counselor and Dean

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.

Students in grades K-8 are assessed in NWEA. Students in K-3 are assed in literacy using the BAS Assessment for literacy.

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

Restructured standards-based, project-based learning curriculum aligned to meaningful and relevant content anchored to the Sustainable Development Goals delivered through scaffolded rigorous tasks. Primary teachers are engaging in professional development for foundational skills in math and reading to ensure children are proficient in grade-level math and literacy skills.

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.

Hearst engages primary students in a researched-based literacy curriculum. Students in PK-3rd grade use Heggerty for phonemic awareness, Orton-Gillingham for phonics, Lucy Calkins for writing, and Literacy Footprints for a comprehensive leveled guided reading program. Students in K-8 also participate in IXL which is a research based math and literacy digital learning platform that has impacted students of low-income schools and schools with high numbers of English language learners make even greater gains on their standardized assessments.

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).

We are a Leader in Me school that engages our students in a Project-Based learning curriculum that emphasizes leadership skills that are anchored in Sustainable Development Goals. We have a counselor that provides services to students through small group and one to one counseling. Our Dean of Students enforces restorative practices to help children learning to improve behaviors through positive activities. Students in grades K-4 engage in Climb to Safety, a Chicago-based financial literacy program that teaches students critical life financial skills.

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

Hearst is a school that is part of the Opportunity School that program. Opportunity Schools receive district support to recruit teachers by providing them with extra professional support by being paired with a mentor teacher in your first year and coached by specialists in instructional skills.

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.

Hearst has a partnership with Participate, an online learning platform that develops educators and rewards their achievements. Participate encourages community-based learning as teachers learn how to collaborate, engage in active learning experiences, and reflections to improve teacher's instructional strategies that directly impact student achievement.

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

At Hearst, administration, teacher leaders, and staff create several family-orientated events to connect families to the school and curriculum. These events include family curriculum night, quarterly curriculum showcases, family pot luck and holiday program, African American and Hispanic Heritage History month.

**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.

Prekindergarten is in the same building as we are a PK-8 building. Children in PK are already familiar with and have previous opportunities to meet with the kindergarten teacher prior to the start of the school year.

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.

In the spring, teachers and administrators collaborate to develop a recommended plan for additional assessments, if any, per grade band or content area/department. At that time, the principal consults the school's teachers, and prepare a recommended assessment plan for the subsequent school year. Further, after the plan is prepared, it is presented to and discussed with the school faculty where they vote on any assessments that are not mandated by the state or district.

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.

MTSS systems are being put into place so students who are experiencing difficulty mastering proficiency will be identified and placed in an appropriate intervention setting with an interventionist or their teacher. At times, personalized learning programs may support students who need to get 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.

In our school is working with the office of social and emotional learning to achieve an established Supportive School Certification. In that application, our school counselor has identified organizations that could support our student's social and emotional well being.

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.

Hearst Elementary School will continue to foster parental involvement through continuous collaboration to monitor, plan and revise programs under ESSA Title I Funds. We currently have an active Parent Advisory Council (PAC), BAC, and LSC. Meetings are held once a month to review the Title I Budget and plan for allocations accordingly. In addition, these meetings will provide parents with the opportunity to learn skills on how to deal with social/emotional issues through on-going workshops. Information about all instructional and non-instructional concerns are addressed to ensure that parents get the necessary support to raise their children's educational levels with the best support possible. These collaborative and parental involvement meetings will continue for the FY20 school year. Parents will continue to attend these meetings, receive training and offer input on the ESSA programs in terms of recommendations and reviews for improvement. Our administration will work with parents to continue to offer continuous collaborative support in this process.

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

Principal will hold an annual informational and organizational meetings for PAC no later than September 2020. At this time, parents will be informed of the school's ESSA Title I Program, School's CIWP, Parent Involvement Policy, Compact, Budget, and guidelines for the program. Parents will be invited to offer input on what they would like in terms of program offerings, services and materials/supplies. In addition, parents will be informed of their right to be involved and will be encouraged to participate in the program. Annual elections will be held to elect new members. Parents will decide on the date, time and place for an organizational meeting. A year-long calendar will be developed with dates of meetings and relevant topics to ensure high participation from parents. In addition to the mandated parent-teacher conference days, the school will also provide an opportunity for parents to request separate conferences with the teacher throughout the year. The school will host Literacy, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and how they can support the learning at home.

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.

Hearst continues to solidify its parental involvement committees. Opportunities to meet are given to all committees, PAC, BAC, and LSC. These meetings are primarily run by parents. In these meetings, parents will be given ample opportunities to participate, give input, offer suggestions, and make recommendations on school programs, school services, in-services, learning activities and other topics related to student

achievement and parent training. Parents will be involved in the decision process at all times including in the CIWP. We hold the mandated parent-teacher conference days, but additionally, the school also provides the opportunity for parents to request separate conferences with teachers throughout the year. The school will host Literacy, numeracy, technology, and science nights where parents can have conversations with teachers about instruction and how they can support student learning at home.

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.

Hearst School will provide parents with a report of their child's performance in a form of a Report Card. In addition, school wide scores of State and School Based Assessments of students will be reviewed with parents with individual reports given to parents. Principal / Principal?s Designee will host open meetings for parents and students to learn more about how to interpret and understand the results. In addition, the school counselor will give opportunities to parents to come and meet one-on-one and review the results. These meetings will be held at least 3 times a year.

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.

Hearst complies with the requirements under the ESSA program to hire highly qualified teachers. In circumstances when students are not taught by a Highly Qualified Teacher, the Principal will inform parents via letter and provide an opportunity for them to come to school and meet with the Principal or other school administrators to obtain a clear understanding of the Not-Highly-Qualified-Teacher. The principal will monitor staff continuously to ensure staff is fully in compliance. We constantly monitor the ISBE site to ensure the students are being taught by highly qualified individuals. A letter will be sent home notifying the parents if that is not the case. It is our mission to have a "highly qualified" teacher in every classroom.

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.

Hearst will continue to build awareness to all stakeholders of the state?s academic content standards; the state?s student academic achievement standards and the state and local academic assessments and other assessments by inviting all parents to an informational meeting at the beginning of the school year. The annual Title I meeting in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title I will be discussed during this meeting. In addition, parents will be informed of the school?s mission and how the daily instruction is aligned with the school?s curriculum. During Orientation and Open House, the school will provide in-services to all parents on how to access the Parent Portal in IMPACT and monitor their child's progress. Parent training will also be offered throughout the year on how to read and interpret report cards and provide parents with skills and ways that they can provide academic support at home to improve student achievement. Furthermore, parents will receive academic progress reports every five weeks and parents will be encouraged to come to school and meet with their child's teacher to discuss academic progress. Also, parents are welcome to Hearst to sit in their child?s classroom to witness the daily instruction, school climate, and how instructional materials and other resources are used to support daily instruction. During the monthly meetings, part of the agenda is to review the state and local standards and assessments so that the community is aware of them and the implications for the school and their child.

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.

Hearst will host technology and adult literacy training programs each year for parents and community members. Through community partnerships and community based organizations, the school will bring different programs, services and activities to our parents at no cost. The school community liaison works collaboratively with these agencies to provide training to parents in academic areas and non- academic areas. Agencies also offer programs targeting students? social/emotional well-being like prevention programs, bullying and counseling. Whole family participation in these programs will be promoted. In addition, ESSA Title 1 will provide funding for parents to attend conferences, seminars, and workshops on these topics. All these programs and activities will focus on parental involvement aimed at students? achievement. The mission of the PAC is to provide parents with the necessary training to assist their children and create a true partnership with the school to promote academic achievement. The PAC budget has been developed and approved to meet these needs.

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.

Hearst will expose and encourage teachers to participate in the following extracurricular activities; Curriculum Night, Quarterly Showcases, Hispanic Heritage & African American Heritage Nights, Literacy Night, Math Night, Walk- A-Thons and Pot-Lucks. Teachers also are encouraged to participate in field-trips and invite parents to participate. Teaches hold conferences with parents on a monthly or quarterly basis. Also, the school will continue to provide opportunities for all staff to ally with parents in all educational and emotional aspects by providing ongoing professional development in building working relationships with parents to create a strong bond between school, parent and teachers. This will include workshops given during regular staff meetings as well opportunities to attend outside seminars, in-services and other professional development. Faculty and staff are committed to establish strong and clear channels of communication with all parents about student?s academic progress and needs of improvement via phone calls, correspondence or on-one meetings. During the back-to-school PD days, one of the sessions will be on how and why it is important to forge that lasting bond between the teachers and the parents and how teachers can leverage this partnership when faced with difficult situations.

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.

Hearst encourages parents to be involved in the school to support academic programs for all grade levels. Parent meetings are open for every parent to participate in academic activities to further learn about our programs for our students, from pre-school to the middle school, and learn how these programs will benefit and expand their children's education. These will allow parents to fully participate in their child's education. We always encourage parent volunteers in the pre-k programs. The school will have a sign-up process for parents to volunteer in the program.

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.

Hearst provides monthly school calendars highlighting activities, programs, events and meetings of the month in both languages English and Spanish. Information for all meetings is also disseminated by posting information at Main Entrance doors and school?s Marquee. Also, related material regarding information about the school, activities, programs and other opportunities to parents is sent via correspondence with students. On the school?s monthly calendar sent home, information is also shared about activities and upcoming events by our School community Liaison. Announcements are made in the parent?s native language as needed. All information pertinent to the school, meetings, etc. are sent home via the students' backpacks in both Spanish and English as well as being posted on the school's website. The school plans on using CPS' new system that is replacing the robo-calls to disseminate information to families.

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)

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.)

Hearst teachers prepare students for the world around them by asking complex questions that facilitate student-driven discussions and inquiry. Students at Hearst engage in rigorous lessons that are designed to enhance their academic growth by helping them become effective communicators, caring citizens, and innovative problem-solvers who make a positive impact in the world. This will occur by engaging students in cognitively demanding tasks through project-based learning that is anchored in Sustainable Development Goals.

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.

Hearst will continue to promote parent-teacher conferences. In addition to the two mandated Parent-Teacher conferences by the school board, November and April, our school will also host a Fall Open House where we invite all parents to meet the teachers and staff to establish channels of communication. Parent-Teacher conferences will be held throughout the school year as needed when requested by a parent, a teacher, or administration to discuss academics, social/emotional support or academic programs

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

The school sends home progress reports and report-cards as directed by CPS. In addition, the school also instructs teachers to monitor students progress and communicate to parents when students are not performing at their level. A monitoring academic tool is in-placed for students who are off-track and it involves parent participation. Parents are also instructed and aided in signing up for parent portal so they can monitor their child's progress. Parents also review progress reports from state assessments: NWEA-PARCC TRC..

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

Teachers are directed to establish strong channels of communication with parents. Teachers are available to meet with parents before, during and after school with prior request. We hold the mandated parent-teacher conference days, but the school also provides the opportunity for parents to request separate conferences with the teacher throughout the year. The school will host Literacy, Math, technology, and science nights where parents can have conversations with teachers about instruction and how they can support the learning at home. Also, parents can communicate with teachers via- email, phone calls, or correspondence. At the beginning of the school year, teachers send a letter with all this information.

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.

Hearst has an open-door policy. Parents are encouraged to volunteer in school activities, field-trips and in the classrooms. This invitation is extended throughout the year during open meetings with parents. All of our parent volunteers are asked to follow the CPS Volunteer Protocol.

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

Teachers are directed to establish strong channels of communication with parents. Teachers are available to meet with parents before, during, and after school with prior request. We hold the mandated parent-teacher conference days, but the school also provides the opportunity for parents to request parental involvement in students' education is vital for students to succeed. At Hearst, we value the commitment of all parents who support their children's
learning. Parents can engage and support their children's academic journey by:
- monitoring their children's attendance
- making sure their children come to school well prepared
- providing assistance and monitoring completion of homework
- reading to or with their children
- volunteering for school-related activities
- encouraging positive use of their child's extracurricular time
- participating, as appropriate, in decisions related to their children's education
- providing a positive home environment and encourage their children to learn
-checking agendas for homework
-making sure they are well rested and ready to learn
-providing a secure and safe environment at home separate conferences with the teacher throughout the year. The school will host Literacy, Math, technology, and science nights where parents can have a conversation with teachers about instruction and how they can support the learning at home. Also, parents can communicate with teachers via- email, phone calls or correspondence. At the beginning of the school year, teachers send a letter with all this information.

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 are invited to participate in the decision making of the school's priorities- CIWP. In addition, parents are invited to participate and attend monthly meetings, LSC, PAC, and BAC throughout the year. They also participate in decisions relating to the education of their children by participating in parent surveys, parent/teacher conferences, school improvement and informational 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).

The students will share the responsibility for improved student academic achievement by:
- Doing their homework every day and asking for help when needed
- Arriving to school on time and be ready to learn at the start of the day
- Reading at least 20 minutes everyday outside of school time
- Making sure their parents/legal guardians receive all notices and information sent home by the school
- Treating other students and staff with respect
- Monitoring their own academic progress and NWEA growth targets
- Setting personal and academic goals
-Following the rules and guidelines in the Hearst Student's Handbook and CPS Students Code of Conduct
-Be actively engaged on school activities to promote a positive environment: CHAMPS, PBIS, Leadership Opportunities

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Our goals at Hearst:
1) To build long-lasting parent and community involvement at school level through targeted communication and experiences that build understanding of our school's vision and mission; then we will nurture strong communication and supportive bonds with parents and community members in key aspects of our school's curriculum, rigorous instruction and Social and Emotional supports and interventions.
2) To develop and implement engaging learning opportunities to parents with school-based organizations and the community to build understanding of the key aspects of high educational priority initiatives in our school; then we will give parents a voice and enhance their understanding on key aspects that impact their child's education.
3) To enhance awareness and build an understanding of key aspects of College and Career Readiness among parents, so that we will increase awareness of educational opportunities beyond high school to our students and parents.
The following meetings will be held in September 2020 at 9:00 a.m.
a) Annual Title I Informational Meeting
b) PAC Organizational Meeting.
From October 2020 to June 2021, PAC will host workshops, informational sessions, and training on:
NWEA, ACCESS, CCSS, PARCC, PARENT PORTAL, NUTRITION, SOCIAL EMOTIONAL, AUTISM, LITERACY/MATH, PARENTING, - all aimed to parental involvement to increase students' academic

achievement. The dates, times, and location of meetings will be determined by the members of the PAC committee.

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.	$150.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$1581.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$150.00
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.	$175.00
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	$0.00

	be placed in the main office or where staff and students have access too. To by used only by parents.	