

Harold Washington Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	Walker, Ollie, Harrison, Winston, Beavers	SEF
02/11/2020	Walker, Ollie, Harrison,	Goals
05/05/2020	Walker, Ollie, Harrison, Sims, Beavers	Framework Priorities

Date	Participants	Topic
05/19/2020	Walker, Ollie, Harrison, Sims	Goals, Strategies
05/21/2020	Walker, Ollie, Burns, Godwin, Dean	Family and parent plan
06/04/2020	Walker, Ollie, Harrison, Winston, Beavers, White	Strategies
06/09/2020	Walker, Ollie, Burns, Godwin, Dean	Approval

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

- 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
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** LSC Minutes, HWES PD Calendar/Plan, GLT meeting agendas, HWES Master schedule, HWES budget, HWES has been completely renovated, HWES has received the Space to Grow Grant.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Lesson Plans, teacher feedback, HWES Leveled Book Room (\$35,000), Newly purchased classroom libraries, HWES partnership with TREP, N12 Curriculum Map,
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Small Group Plans, Lesson Plans, HWES Student Creed, HWES Assessment Calendar, ILT meeting agendas, GLT meeting agendas, The staff weekly newsletter (TWH), Teacher feedback
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

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

- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS Plan, MTSS progress monitoring, Student On-track data, ILT meeting agendas, GLT meeting agendas
- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** HWES College Plan, HWES March Madness, College related Field Trips

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5 Essential Data, SEL Activities
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Soc Studies Lesson Plans
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** HWES Climate Team Agenda, Behavior Data, TREP Partnership
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** HWES Behavior Plan, Behavior Data
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 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)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:** PAC and LSC agendas and Notes, Family weekly newsletter, Robocalls

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	K - 8th Literacy growth/attainment
Root Cause 1	Lack of teacher capacity.
Area of Critical Need 1	K - 8th Numeracy growth/attainment
Root Cause 2	Teachers have not made CCSS shifts in their thinking and teaching.
Area of Critical Need 3	MTSS 3rd - 8 th
Root Cause 3	Attendance/ SEL: The mindset of the learning community has to change.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Reading) We chose this because we are looking at k- 8 literacy attainment.	Overall		40.00	45.00
	African American		39.00	44.00
Vision: NWEA Growth G3-8 (Reading) We chose this because we are looking at k- 8 literacy growth.	Overall		46.00	50.00
	African American		45.00	49.00
Vision: NWEA Attainment G2-8 (Math) We chose this because we are looking at k- 8 math attainment.	Overall		30.00	35.00
	African American		29.00	34.00
	Overall		42.00	48.00

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 Growth G3-8 (Math) We chose this because we are looking at k- 8 math growth.	African American		41.00	46.00
Vision: Attendance Rate We chose this because we are looking at MTSS attendance support.	Overall		94.00	94.50
	African American		94.00	94.50

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 Well Organized			2.00	5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					
(Blank) (Blank)					
(Blank) (Blank)					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	strengthen our CCSS core knowledge of Math content and utilize best practices that reflect the CCSS math instructional shifts to students including providing strategies and opportunities that allow students to engage in rigorous tasks, think critically, while meeting individual student needs, by utilizing our progress monitoring resources
Then we see...	teachers teaching with confidence and students engaged in productive struggle, deeping their conceptual understanding of their grade level content while taking ownership of their learning, engaging in rich classroom discussion and questioning and students exercising Authority, Agency and student becoming independent problem solvers.
which leads to...	Student progress to meet and exceed grade level standards - Consistency in school-wide structures and vertical alignment - SQRP Score (specifically attainment) - More students on track *Grades 3 - 8 Attainment: 10% - 15% Growth 6% - 12%
Budget Description	Materials will be needed for Math. Professional Development will be purchased for math.
Tags	Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Administration and teacher teams will review current Tier 1(core) math school-wide systems (expectations, framework, pacing and signature strategies) for all grade levels. Teachers will implement Math and Guided Math during small group instruction Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum • (Not started) Teachers will participate in CCSS math PD in order to gain content knowledge, during Content Cluster (weekly). Tags:Instruction • (Not started) Develop monthly grade-level meeting and PD calendars to support teacher learning Tags:Instruction • (Not started) Teachers teams will use GLT meetings to allot time for grade bands to collaborate and revamp /reorganize the use of the math curriculum (enVisions) which will include implementing rigorous standards and unpack the Common Core standards. Tags:Curriculum, Instruction • (Not started) N12 Math support in modeling a math lesson using best practices (2x per year-Quarter 1 and 2) Tags: • (Not started) Teachers and Administrators will engage in Data Cycles & Internal Learning Rounds every 5 weeks

	Tags:
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Strategy 2

If we do...	Provide professional development which enables Teachers to use the N12 Mapping to develop unit plans, use novel sets and guided reading leveled text in order implement Balanced Literacy model in all ELA classrooms.
Then we see...	Increase in Teacher's ability to implement Guided Reading in order for students to become independent readers - Individualized instruction - Guided Reading Groups -Think through and problem solve around their reading.
which leads to...	Students meet and exceed grade level standards - Consistency in school-wide structures and vertical alignment - SQRP Score (specifically attainment) - More students on track *Grades 3 - 8 Reading : Attainment: 6% - 11% Growth 5% - 9%
Budget Description	Novel sets and materials for Engage NY will be needed for Reading Instruction implementation.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences
Action steps	<ul style="list-style-type: none"> • (Not started) The teachers will receive professional development on the continued practice of Guided Reading. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences • (Not started) Teachers will receive professional development during GLT meetings on the use of the N12 mapping to develop unit plans to use authentic text For ELA. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences • (Not started) Develop monthly grade-level meeting and PD calendars to support teacher learning Tags:Literacy: Shift 4-21st Century Professional Learning • (Not started) Teachers will engage in a cycle of learning which will include them modeling lessons during GLT meetings and teacher driven learning rounds. Tags: • (Not started) Admin and coaches will engage teachers in a cycle of learning which uses a formalized checklist to plan, observe, provide feedback and model if needed.

	Tags:Literacy: Shift 4-21st Century Professional Learning
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Strategy 3

If we do...	Build teacher capacity through ongoing professional development and continuous cycles of learning in order to increase their ability to identify both general education and diverse learner students who are not meeting growth and attainment expectations, create goals, align interventions and progress monitor in the following areas: - academic - SEL - attendance rates
Then we see...	Teachers will be able to progress monitor with fidelity in order for students to meet and exceed standards * Teachers will be able to establish attainable goals and implement interventions in order for students to attain academic and SEL growth *Progress monitoring data to track effectiveness of interventions and student response to intervention.
which leads to...	*SQRP Attainment and Growth *A positive effect on literacy and math scores as measured by NWEA/MAP. *Grades 3 - 8 Reading : Attainment: 6% - 11% Growth 5% - 9% Math: Attainment: 10% - 15% Growth 6% - 12% By EOY 2022
Budget Description	ESP staff will be used to implement the interventions for grades 2, 3, 6, 8
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process
Action steps	<ul style="list-style-type: none"> • (Not started) Implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity. * Tier 2 - Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create personal learning plans that include additional screener information, student specific goals, interventions and progress monitoring data. Tags:MTSS: Fidelity of Implementation • (Not started) Build Teacher's capacity to continue formal and systematic referral process for Academic/SEL supports to the MTSS Team. Tags:MTSS: Curriculum & Instruction • (Not started) Establish a MTSS team and meeting calendar. Clearly defined MTSS expectations and responsibilities; establish process to carry them out effectively. MTSS COORDINATOR AND CASE MANAGER Tags:MTSS: Fidelity of Implementation • (Not started) Build Teacher's capacity in order to implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity. * Tier 2 - Implement

	<p>differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create student specific goals, interventions while progress monitoring and collecting data.</p> <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Monthly grade-level meetings with a dual focus of progress monitoring to track effectiveness of interventions and determination of next steps determine the effectiveness of strategies and adjust plans as needed. The team will use the protocols available on the Knowledge Center for data analysis (On-Track Analysis Protocol). <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) The MTSS team will undergo training on the MTSS problem solving process. focusing on attendance and SEL. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on, if supports is being implemented successfully <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) During the grade level meetings, an MTSS team lead will guide the teachers through the process of looking at their classroom data, organizing the students in the 3 Tiers (according to MTSS) and using the District-wide data (NWEA or IAR) as the baseline for the Tiers. <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Progress monitor student data weekly during MTSS Lead Check-ins. <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring</p>
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Action Plan

Strategy 1

Administration and teacher teams will review current Tier 1 (core) math school-wide systems (expectations, framework, pacing and signature strategies) for all grade levels. Teachers will implement Math and Guided Math during small group instruction

Jun 29, 2020 to Aug 24, 2020 - ILT, Admin, Instructional Coach

Teachers will participate in CCSS math PD in order to gain content knowledge, during Content Cluster (weekly).

Sep 07, 2020 to Jun 18, 2021 - ILT, Admin, Instructional Coach

Develop monthly grade-level meeting and PD calendars to support teacher learning

Jun 29, 2020 to Aug 24, 2020 - ILT, Admin, Instructional Coach, teachers

Teachers teams will use GLT meetings to allot time for grade bands to collaborate and revamp /reorganize the use of the math curriculum (enVisions) which will include implementing rigorous standards and unpack the Common Core standards.

Sep 07, 2020 to Jun 20, 2021 - ILT, Admin, Instructional Coach, teachers

N12 Math support in modeling a math lesson using best practices (2x per year-Quarter 1 and 2)

Aug 24, 2020 to Jun 21, 2021 - ILT, Admin, Instructional Coach, N12 Math Support

Teachers and Administrators will engage in Data Cycles & Internal Learning Rounds every 5 weeks

- ILT, Admin, Instructional Coach

Strategy 2

The teachers will receive professional development on the continued practice of Guided Reading.

Aug 24, 2020 to Jun 21, 2021 - Admin, ILT, Coaches

Teachers will receive professional development during GLT meetings on the use of the N12 mapping to develop unit plans to use authentic text For ELA.

Aug 24, 2020 to Jun 21, 2021 - Admin, ILT, Coaches

Develop monthly grade-level meeting and PD calendars to support teacher learning

Jul 29, 2020 to Aug 24, 2020 - Admin, ILT, Coaches

Teachers will engage in a cycle of learning which will include them modeling lessons during GLT meetings and teacher driven learning rounds.

- Admin, Teachers and coaches

Admin and coaches will engage teachers in a cycle of learning which uses a formalized checklist to plan, observe, provide feedback and model if needed.

- Admin and coaches

Strategy 3

Implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity. * Tier 2 - Implement

differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create personal learning plans that include additional screener information, student specific goals, interventions and progress monitoring data.

- ILT, Admin, Teacher

Build Teacher's capacity to continue formal and systematic referral process for Academic/SEL supports to the MTSS Team.

- ILT, Admin, Teacher

Establish a MTSS team and meeting calendar. Clearly defined MTSS expectations and responsibilities; establish process to carry them out effectively. MTSS COORDINATOR AND CASE MANAGER

- ILT, Admin, Teacher, MTSS Team

Build Teacher's capacity in order to implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity. * Tier 2 - Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create student specific goals, interventions while progress monitoring and collecting data.

- ILT, Admin, Teacher, MTSS Team

Monthly grade-level meetings with a dual focus of progress monitoring to track effectiveness of interventions and determination of next steps determine the effectiveness of strategies and adjust plans as needed. The team will use the protocols available on the Knowledge Center for data analysis (On-Track Analysis Protocol).

- MTSS Coordinator and Case Manager

The MTSS team will undergo training on the MTSS problem solving process. focusing on attendance and SEL. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on, if supports is being implemented successfully

Aug 24, 2020 to Jun 21, 2021 - ILT, Admin, Teacher, MTSS Team

During the grade level meetings, an MTSS team lead will guide the teachers through the process of looking at their classroom data, organizing the students in the 3 Tiers (according to MTSS) and using the District-wide data (NWEA or IAR) as the baseline for the Tiers.

Aug 24, 2020 to Jun 21, 2021 - ILT, Admin, Teacher, MTSS Team

Progress monitor student data weekly during MTSS Lead Check-ins.

Sep 07, 2020 to Jun 21, 2021 - Admin and Coaches

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.

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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.

Based on our NWEA scores we have decided to focus our collective resources and energy toward increasing Math and Reading scores.

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

All staff members will actively participate in the MTSS program so that the individual needs of students are met, allowing students to achieve at their highest potential. The outcome of this concentrated collective effort will be demonstrated through the following data: 1 year + growth on TRC data and NWEA data. HWES uses a three tiered model of support for ALL students. All staff members are trained and supported in their specific roles in the MTSS process. Research based interventions are utilized at each Tier level. The level of Teacher will be able to

Use TRC/Dibels Assessment data regularly to guide grouping and instructional decisions.
Use Achieve 3000 Assessment data regularly to guide grouping and instructional decisions.
Use formative and summative assessments to track student progress in reading
Use assessment data to organize small groups considering instructional reading levels and need to build a particular reading skillf support increases as the need increases. Student data is collected and reviewed to make any and all decisions in the MTSS process. Tier I and Tier II students will receive core curriculum and small group instruction. Tier III students will receive intervention support from Interventionists outside of the classroom.

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.

Teachers will Learn the Elements of Guided Reading, the Structure of a Guided Reading Lesson. Using Assessment Data to Establish Guided Reading Groups. Teacher will be able to

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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).

All staff members will actively participate in the MTSS program so that the individual needs of students are met, allowing students to achieve at their highest potential. The outcome of this concentrated collective effort will be demonstrated through the following data: 1 year + growth on TRC data and NWEA data. HWES uses a three tiered model of support for ALL students. All staff members are trained and supported in their specific roles in the MTSS process. Research based interventions are utilized at each Tier level. The level of Teacher will be able to

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

We have started to rely on high-quality staff members to refer other highly-qualified teachers.

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

We have a partnership with Scholastic and Fulcrum in order to build capacity of the staff around Guided Reading.

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

Parents participate in the joint development and periodic review and revision of the ESSA through completion of surveys and through participation in LSC and PAC meetings. Harold Washington Elementary School invites parents to PAC organizational meeting to provide information and to explain the requirements. The school will send flyers, call and/or text parents and will send notices by email when available.

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.

Our families are encouraged to take advantage of our full day Pre-K program. We advertise Pre-K to all families. The Pre-K signage is posted.

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.

During GLT meeting and professional development Teacher will be able to

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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.

All staff members will actively participate in the MTSS program so that the individual needs of students are met, allowing students to achieve at their highest potential. The outcome of this concentrated collective effort will be demonstrated through the following data: 1 year + growth on TRC data and NWEA data. HWES uses a three tiered model of support for ALL students. All staff members are trained and supported in their specific roles in the MTSS process. Research based interventions are utilized at each Tier level. The level of Teacher will be able to

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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.

HWES has a number of partnerships that support our students and families. We are a TREP school. We all take advantage of the Fruit and Vegetable program.

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.

Parents participate in the joint development and periodic review and revision of the ESSA through completion of surveys and through participation in LSC and PAC meetings. Harold Washington Elementary School invites parents to PAC organizational meeting to provide information and to explain the requirements. The school will send flyers, call and/or text parents and will send notices by email when available.

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

Title I Annual Meeting and Title I PAC Organizational Meeting was held on September 20, 2019. The annual meeting was held to inform parents of the school's participation in NCLB, Title 1, and the rights and requirements of the program. All parents are notified through weekly newsletters and calendar of the PAC meetings; all parents are invited to these meetings and all other programs and performances held at the school. The Next PAC meeting will be held October 18, 2019 and every third Thursday of the month at 9:15 a.m.

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.

Parent suggestions are always welcome at PAC meetings and at any other time before, during and after school. Parents regularly visit teachers and administration voicing their concerns about the education of their children, their achievements and any

other concerns. Parents are encouraged to communicate often, and school personnel addresses these concerns as soon as they are made known

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.

This information is sent home to parents after the school receives the reports. There will be progress reports sent home every five weeks and report cards are developed every ten weeks. Results from state assessments will be included with those reports.

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.

A newsletter will be sent home to notify parents about a teacher who is not "highly qualified". Parents are notified of any changes in staff.

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

The school will have quarterly parent workshops to inform parents about assessments and how to monitor their child's progress. Harold Washington Elementary School will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's academic achievement standards; the state and local academic assessments including alternative assessments; the requirements of Title I, Part B; how to monitor their child's progress; and how to work with educators through a series of workshops offered to parents.

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.

Harold Washington Elementary School will provide information, resources, materials and training, to assist parents in working with their children to improve their academic achievement and to improve parental involvement by holding quarterly parent workshops, LSC and PAC meetings.

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.

There will be quarterly parent workshops for teachers to discuss strategies to help their child with homework. Harold Washington Elementary School makes use of newsletters, website, Class Dojo and Parent Portal to keep communication open with parents. Parents are encouraged to become involved in school activities. Parents

are involved in the fine arts programs. We implement parent report cards and provide parent recognition activities.

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

The school will coordinate and integrate parent programs and activities, as appropriate by including parents of preschoolers in all the school activities.

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.

Parents are sent newsletters and flyers that provided information about upcoming meetings. Some parents are called/ text. Program and meeting information is always displayed on the school marquee. The school also makes use of the automatic robo-calling feature provided by the Chicago Public Schools (as suggested by CPS policy). Every effort is made to update parent contact numbers in IMPACT as changes are received. Harold Washington Elementary School will ensure that information related to the school and parent programs, meetings and other activities is sent to parents in an understandable and uniform format. We will review for clarity, all notices sent to parents.

Policy Implementation Activities

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

<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>

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

<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.)

Our Mission

Our mission is to provide a high quality education that will integrate the fine and performing arts and technology to meet the diverse needs of all students.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held in November and April. This year the November Report Card Pick Up is November 14, 2019 and April 20, 2020.

Parents will meet in the first floor corridor with their child's teacher to accommodate parents who have to see multiple teachers.

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 provides parents reports about student progress every five weeks. This is through the five-week evaluations provided at the fifth-week point of the quarter and every tenth week through a report card. Parents receive weekly newsletters which provide attendance information. Report cards are either distributed or picked up by parents during a conference every quarter. Some teachers communicate with parent regarding grades as needed through Class Dojo or phone calls. Grades are posted on Parent Portal regularly for parents to access.

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

Parents can meet with teachers during report card pick up days. Teachers are available to meet with parents by appointment before or after school or during a time that does not take the teacher from instructional time. There are telephones in every classroom so parents can call in to make an appointment and, in some cases, a quick consultation. Teachers have set up Class Dojo as a means of communication.

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

Parents are notified about volunteer opportunities by newsletters from individual classroom teachers. School-wide notices are also distributed frequently. In addition, parents are contacted by telephone and invited to participate. For safety and security reasons, volunteers are required to sign up through cps.edu/volunteers

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

Parents will ensure that their children will attend school daily, arrive at school on time, are well rested, and are prepared to learn. Parents will ensure that students will complete homework. Parents will ensure that student behavior does not disrupt the learning process. Parents will read all notices sent home and

will attend report card pick up conferences. Parents will monitor television and video game time, promote positive use of extracurricular time. Parents will serve on school committees such as PAC and LSC.

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

Parents will participate in local school council meetings every 3rd Thursday of each month unless otherwise stated. Parents will communicate with the school's concerns regarding their child's progress. Parents will participate in conferences regarding their child progress. Parents can make an appointment with the Principal to discuss issues or questions.

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).

Students will attend school regularly and will behave in a manner that is conducive to learning. Students will strive to eat a balanced diet, get enough sleep and complete homework.

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.

Parents want to support student learning at home.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$0.00</p>
<p>53405</p>	<p>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.</p>	<p>\$200.00</p>

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$200.00
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.	\$362.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00