

Thomas J Higgins Elementary Community Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Crystal Turner	Principal	cmdorsey@cps.edu	Has access
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Michelle Henderson	Teacher/ILT Member	mlhenderson2@cps.edu	Has access
Ima Brown	Counselor/Case Manager	ibrown@cps.edu	No Access
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Kelly Farrell	Teacher	kariordan@cps.edu	Has access
Taniko Miller Davis	Teacher	Tsmiller1@cps.edu	No Access
Nicole Jakes	Parent		No Access
Louis Gross	Community		No Access
Pamela Williams	LSC Member	pdwilliams6@cps.edu	No Access

Team Meetings

Date	Participants	Topic
02/07/2020	Principal Turner, AP House	identify critical areas, establish team expectations
02/13/2020	Principal Turner, AP House, Dean Meek, Kelly Farrell, Michelle Henderson, Counselor Brown	SEF Ratings Review
02/06/2020	Principal Turner, AP House, Dean Meek, & Counselor Brown	SEF Survey, establish team expectations

Date	Participants	Topic
04/14/2020	AP House, Dean Meek, Kelly Farrell, Michelle Henderson, Counselor Brown	Root Cause Analysis
04/27/2020	Principal Turner, AP House	CIWP Update and Review of SEF Survey and Root Cause Analysis
01/30/2020	Principal Turner, AP House	Select CIWP Team
02/24/2020	Principal Turner, AP House, Dean Meek, Kelly Farrell, Michelle Henderson, Counselor Brown	CIWP Meeting (Check-in)
04/24/2020	Principal Turner, AP House, ISL Latoyla Jones	Higgins CIWP Virtual Feedback with ISL Latoyla Jones
03/09/2020	Kelly Farrell, Joy Lewis, Shannon Bartkus	Root Cause Analysis (MTSS)
04/16/2020	Principal Turner, AP House, Dean Meek, Kelly Farrell, Michelle Henderson, Counselor Brown	Theory of Action
04/20/2020	Principal Turner, AP House, Dean Meek, Kelly Farrell, Michelle Henderson, Counselor Brown	Theory of Action
05/04/2020	Principal Turner, AP House, ISL Latoyla Jones	Higgins CIWP Virtual Feedback with ISL Latoyla Jones
05/05/2020	Principal Turner, AP House, Dean Meek, Kelly Farrell, Michelle Henderson, Counselor Brown	Theory of Action Feedback, Review and Adjustments
05/06/2020	Principal Turner, AP House, ISL Latoyla Jones	Theory of Action Feedback, Review and Adjustments

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
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 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:**
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 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
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

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
 - 2 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 2 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
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)

- 1 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)
- 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)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 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)
- 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)
- 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:**
- 3 - 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 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:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 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)

- 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)
 - **Evidence:**
- 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:**
- 3 - Family & Community Engagement
 - 4 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)
 - 4 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

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

Goals

Areas of critical need and root cause analysis

[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	Math growth for 3rd through 8th grade
Root Cause 1	Lack of implementation of the 3 Mathematical Shifts. (Focus, Coherence, Rigor)
Area of Critical Need 2	School-wide attendance
Root Cause 2	Attendance Team was inconsistent with meeting, analyzing attendance data reports, communicating to stakeholders and follow through of next steps.
Area of Critical Need 3	ELA attainment for 2nd through 8th grade

Root Cause 3	Teachers did not prioritize within their instructional block to meet the needs of all students.
Area of Critical Need 4	Math attainment for 2nd grade
Root Cause 4	Teachers did not prioritize within their instructional block to meet the needs of all students.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2) I chose this metric because our students percentage of	Overall		46.00	57.22
	Students with IEPs		34.91	49.82
SQRP: National School Attainment Percentile - Math (Grade 2) (Blank)	Overall		23.66	38.62
	Students with IEPs		17.15	34.30
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because our students percentage of growth is only 35%, which is well below the expected growth target.	Overall		53.80	57.29
	Students with IEPs		41.68	49.21
Vision: Attendance Rate I chose this metric because our students percentage of growth is only 9%, which is well below the expected growth target.	Overall		94.78	95.73
	Students with IEPs		95.05	96.62
SQRP: National School Attainment Percentile - Reading (Grades 3-8) (Blank)	Overall		58.29	64.97
	Students with IEPs		24.47	42.42

Required metrics (Elementary) (0% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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)					

Strategies

Strategy 1

If we do...	design a diverse MTSS Committee (within our school community) that uses the problem solving process protocol and implement professional development cycles (Data Analysis, Initial Learning, Progress Monitoring, Safe Practice Time, Feedback and Adjustments) to identify root causes and build teacher capacity related to attendance and On-Track
Then we see...	Teachers implementing MTSS Strategies including tiered approaches to attendance and on track improvement, progress monitoring, and creating attainable action steps
which leads to...	an increase of students attendance rates to 94.78% (Year 1) and 95.73% (Year 2).
Budget Description	Budget to provide after school funding for professional development on MTSS. Scheduling designated 30 minutes monthly allotted for MTSS during Teacher Team Meetings.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) allocate funds to compensate teachers for after-school MTSS meetings Tags:Instruction, MTSS, Budget & Grants, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions

	<ul style="list-style-type: none"> • (Not started) Build a diverse team for MTSS from all facets of the HCA staff (ex: different grade band teachers, SECA?s, Ancillary teachers, etc) in the beginning of the 2020-2021 school year. Tags:MTSS, MTSS: Problem Solving Process • (Not started) MTSS members will review the PSP process and do a deep dive to identify root causes of Off Track and Low Attendance. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) MTSS Committee will take root causes and create action steps to increase student attendance and On Track improvement. MTSS committee will share these steps and strategies with staff. Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) MTSS Committee will develop a progress monitoring tool that will be used to track student On- Track matrix and student attendance. Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) MTSS Committee will meet monthly to desegregate student On-Track and attendance data and make adjustments as needed. Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring
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Strategy 2

If we do...	Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity
Then we see...	Teachers grading with consistency and fairness in the assessment of learning, calibration of grading and proficiency levels aligned to the standards across students, teachers, assessments, learning experiences, content areas
which leads to...	Students yielding an increase in overall NWEA Math Attainment for 2nd grade to 24% (in year 1) and 39% (in year 2); NWEA ELA Attainment for 2nd grade to 46% (in year 1) and 57% (in year 2); NWEA ELA Attainment for 3rd through 8th grade to 58% (in year 1) and 65% (in year 2) and NWEA Growth for 3rd through 8th to 54% (in year 1) and 57% (in year 2).
Budget Description	Budget to provide after school funding for professional development on Balanced Assessment and grade Calibration. Scheduling designated 30 minutes monthly allotted for Balanced Assessment and Grade Calibration during Teacher Team Meetings.

Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Budget to provide after school funding for professional development on Balanced Assessment and grade Calibration. Tags: Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Budget & Grants (Not started) Create a scope and sequence for professional development cycle around balanced assessments and grading. Tags: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth (Not started) Incorporate a professional reading to ground meeting discussions. Tags: Literacy: Shift 4-21st Century Professional Learning (Not started) ILT will progress monitor and make adjustment using student work samples and check for grading calibrations. Tags: (Not started) allocate funds to support professional readings Tags:

Strategy 3

If we do...	Implement systems, structures and professional development cycles (Data Analysis, Initial Learning, Progress Monitoring, Safe Practice Time, Feedback and Adjustments) aligned to Differentiation and Student Agency
Then we see...	Teachers facilitating learning experiences that intentionally provide rigorous, data-driven instruction for all learners that focus on the integration of student agency, the progression of standards and complex task
which leads to...	Students engaged in learning experiences that are rigorous, coherent and focus on standards which yields an increase in student achievement in NWEA Math Attainment for 2nd grade to 24% (in year 1) and 39% (in year 2); NWEA ELA Attainment for 2nd grade to 46% (in year 1) and 57% (in year 2); NWEA ELA Attainment for 3rd through 8th grade to 58% (in year 1) and 65% (in year 2) and NWEA Math Growth for 3rd through 8th to 54% (in year 1) and 57% (in year 2).

Budget Description	Budget to provide after school funding for professional development on delivery of Instructions. Scheduling designated 30 minutes monthly allotted for Instruction related PD during Teacher Team Meetings.
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Allocate funds for an Assistant Principal to provide instructional support. Tags:Instruction, Budget & Grants, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment (Not started) Allocate funds for professional development around differentiation and student agency. Tags:Instruction, Budget & Grants, Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Create and Facilitate professional development cycles around differentiation and student agency. Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams (Not started) ILT will create a scope and sequence for professional development that will incorporate designing coherent plans, differentiation, selecting rigorous task and providing rich and authentic student feedback. Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) ILT will progress monitor and make adjustments as needed to the progression of the professional development cycle, quarterly. Tags:Instruction, MTSS: Progress Monitoring

Strategy 4

If we do...	Implement systems, structures and professional development cycles (Data Analysis, Initial Learning, Progress Monitoring, Safe Practice Time, Feedback and Adjustments) aligned to foundational literacy skills
Then we see...	teachers delivering lessons focused on print concepts, phonological awareness, phonics, word recognition, and fluency
which leads to...	a decrease of students likely to need Tier 3 (intensive support) and students who are at attainment in ELA at EOY (Insert Data)

Budget Description	Budget to provide professional development related to providing high quality foundational literacy skills.
Tags	Instruction, Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Progress Monitoring, OECE: P-2 Balanced Literacy
Action steps	<ul style="list-style-type: none"> (Not started) Budget for professional development around primary foundational skills Tags: Budget & Grants, Literacy: Shift 4-21st Century Professional Learning, OECE: PK Developmentally Appropriate Practice (Not started) Facilitate professional development cycles around providing high quality instruction. Tags: Literacy: Shift 4-21st Century Professional Learning, OECE: P-2 Balanced Literacy, OECE: PK Assessment & Data, OECE: PK Developmentally Appropriate Practice (Not started) Progress monitor primary student data to desegregate data and make adjustments. Tags: MTSS: Progress Monitoring

Action Plan

Strategy 1

allocate funds to compensate teachers for after-school MTSS meetings

May 29, 2020 to Jun 17, 2022 - Principal Turner

Build a diverse team for MTSS from all facets of the HCA staff (ex: different grade band teachers, SECA's, Ancillary teachers, etc) in the beginning of the 2020-2021 school year.

May 29, 2020 to Jul 03, 2020 - Admin

MTSS members will review the PSP process and do a deep dive to identify root causes of Off Track and Low Attendance.

Jul 13, 2020 to Aug 07, 2020 - CIWP Team

MTSS Committee will take root causes and create action steps to increase student attendance and On Track improvement. MTSS committee will share these steps and strategies with staff.

Aug 24, 2020 to Sep 04, 2020 - CIWP Team

MTSS Committee will develop a progress monitoring tool that will be used to track student On-Track matrix and student attendance.

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

MTSS Committee will meet monthly to desegregate student On-Track and attendance data and make adjustments as needed.

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

Strategy 2

Budget to provide after school funding for professional development on Balanced Assessment and grade Calibration.

May 25, 2020 to Jun 05, 2020 - Admin

Create a scope and sequence for professional development cycle around balanced assessments and grading.

Aug 24, 2020 to Sep 18, 2020 - Admin, ILT

Incorporate a professional reading to ground meeting discussions.

Aug 24, 2020 to Jun 14, 2021 - Admin, ILT

ILT will progress monitor and make adjustment using student work samples and check for grading calibrations.

Aug 24, 2020 to Jun 14, 2021 - Admin, ILT

allocate funds to support professional readings

May 04, 2020 to Jun 18, 2020 - Admin

Strategy 3

Allocate funds for an Assistant Principal to provide instructional support.

May 25, 2020 to May 25, 2020 - Principal Turner

Allocate funds for professional development around differentiation and student agency.

May 25, 2020 to May 29, 2020 - Principal Turner

Create and Facilitate professional development cycles around differentiation and student agency.

Aug 24, 2020 to Jun 14, 2021 - Admin

ILT will create a scope and sequence for professional development that will incorporate designing coherent plans, differentiation, selecting rigorous task and providing rich and authentic student feedback.

Aug 03, 2020 to Sep 04, 2020 - Admin, ILT Team

ILT will progress monitor and make adjustments as needed to the progression of the professional development cycle, quarterly.

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

Strategy 4

Budget for professional development around primary foundational skills

May 25, 2020 to Jun 05, 2020 - admin

Facilitate professional development cycles around providing high quality instruction.

Aug 24, 2020 to Jun 14, 2021 - admin

Progress monitor primary student data to desegregate data and make adjustments.

Aug 24, 2020 to Jun 14, 2021 - admin, primary team

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.

HCA will facilitate the implementation of a school wide need assessment as it relates to the achievement of students on CCSS and their achievement on standards and NWEA. This needs assessment will be created in a Google form as well as a paper pencil, to ensure equitable access. HCA will also review the data from the 5 Essentials Survey to align school wide goals with action steps

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

HCA will engage in ongoing data analysis including a professional development cycle that includes the review of State and Local data. The professional development cycle will consist of shared learning, planning and practice, peer classroom observations and student progress monitoring. We will also engage in ongoing coaching that will include modeling and feedback sessions.

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.

HCA will implement a comprehensive MTSS program, that includes a focus on exemplar tiered instruction as well as small group instruction throughout all grades. We also develop and ensure a schools wide intervention protocol is executed for all learners.

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).

HCA will implement a comprehensive MTSS program, that includes a focus on exemplar tiered instruction as well as small group instruction throughout all grades. We also develop and ensure a schools wide intervention protocol is executed for all learners. HCA also will employ SEL partnerships with Man in Shelter, Dabney Counseling Service and Associates, Hip Hop Detox as well as H.E.L.P. We also have a partnership with Elevate who provides differentiated tutoring services.

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

HCA is an Opportunity School, with focuses on the retention and recruit high-quality, highly-qualified teachers. HCA will work closely with CPS Teacher Quality Recruitment to align recruitment protocols. We will also seek partnerships with local universities to establish a students teaching program.

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.

HCA will complete a needs assessment and analysis school data to design a robust professional development plan that will address the differentiated needs of all stakeholders. This plan will be supported by our partnership with our Opportunity School partnership, universities and Cps central office.

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

HCA will create a parent room that will focus on the differentiated needs of our parent community. We will seek the assistance our community organizations to provide differentiated classes to empower our parent community.

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.

HCA will engage with parents early on in the school year to recruit students in our Pre-k program. We will also provide a Step up to Kindergarten program the summer prior 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.

HCA will engage teacher during teacher team meeting to review and build a balanced assessment and grading protocol.

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.

HCA teachers will implement a structured MTSS menu of supports, which includes differentiated small group instruction, an intervention block, peer to peer interactions, students feedback and adjustments to ongoing action steps.

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.

HCA will continue our partnership with Greater Food Depository and Healthy Kids Market. We will also seek to gain partnerships with local community based agencies, ie CHA, CPD and CFD.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

HCA Administrators will hold two meetings per school quarter through which they will solicit parent participation in those meetings to develop, review, and revise the NCLB, Title I school parental involvement plan and policy and the school improvement plan.

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

The Annual Title 1 and Organizational Meeting will be held on Sept. 24, 2020. HCA shall devise a packet of information inclusive of Title I program information which describes and explains the curriculum, academic assessments tools used to measure children's progress, and the proficiency levels students are expected to meet. This packet will be available to parents during school enrollment and throughout the school year.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school shall appoint a staff representative whose responsibilities shall include interaction with parents about their concerns and suggestions, as well as insurance of appropriate parent participation about decisions that impact the education of their children. This representative shall also delineate the parent concerns and suggestions to administration, so that they may be raised and follow-up/resolution shall occur in the appropriate forum with the appropriate parties having input in the process. In that regard the representative shall act as liaison and facilitator in that process.

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

The school will also provide parents with frequent reports on their children's progress; this includes but not limited to 5 week progress reports, BAG (Behavior, Academic and Grades) reports quarterly. Families will also be informed of scholars standardized test scores at BOY, MOY and EOY. HCA Administration shall comprise a packet for each individual student which contains the student's performance information on the State Assessment in Math, Language Arts, and Reading. This packet shall be available to parents no later than the last day of the school 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.

HCA Administration shall closely monitor the qualifications and credentials of teachers with regard to "highly qualified" as defined in the Title I Final Regulations. When a teacher is identified as not "highly qualified" and children have been assigned to that teacher for teaching and learning for at least four consecutive weeks, administration shall disseminate that information in letter format to parents informing them of the not "highly qualified" status of their children's teacher. Parents will also be given opportunities to comment and respond to this information by contacting the school and making it known that they wish to do so.

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.

HCA Administration shall provide a forum for presentation and discussion of the information in the Title I packet which includes academic content standards, state's student academic achievement standards, and state and local academic assessments including alternate assessments, Title I Part A requirements and how to work with educators and monitor child's progress. This forum shall include but not be limited to NCLB Title I meetings PAC and LSC Meetings, as well as parent/teacher conferences.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

HCA Administration shall provide a forum to provide information, resources, materials, and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement and to encourage increased parental involvement. The form shall include but not be limited to NCLB Title I meetings, PAC and LSC meetings, as well as parent/teacher conferences.

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.

HCA Administration shall Educate all staff in the value and utility of contributions by parents and in how to reach out to communicate and work with parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents during teacher staff meetings, career service staff meetings, Non-academic staff meetings, workshops, and seminars.

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.

HCA Administration will coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, and other programs to encourage and support parents in participation in their children's education through collaboration and coordination with HCA teachers and support staff who participate in these programs to determine appropriate scheduling and forums for such parent participation.

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.

HCA Administration shall disseminate information regarding parent programs, meetings, and other activities in hard copy report format at intervals that immediately follow said meetings and activities via school bulletin boards and informational kiosks.

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.)

In order to increase family and community engagement Higgins Community Academy has intentionally placed emphasis and attention to the following areas:

Making parents/families feel welcomed. Staff will continue to participate in greeting students and families on the playground during arrival and dismissal

Change the attitudes of school staff so that they recognize the advantages of teachers and parents working together

Consider the educational level, language, culture, and home situation of parents.

Give teachers time to plan and organize parent activities.

Take parents' interests and needs into consideration when planning activities.

Recognize that even if parents cannot be present at school, helping their children at home is also a valuable contribution.

Provide parents with knowledge about how to be involved in a range of involvement opportunities. We will continue to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards.

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.

HCA will hold two parent-teacher conferences in November and April of the school year. We will also provide a parent meeting for middle school students and promotion grade families

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 will also provide parents with frequent reports on their children's progress; this includes but not limited to 5 week progress reports, BAG (Behavior, Academic and Grades) reports quarterly. Families will also be informed of scholars standardized test scores at BOY, MOY and EOY

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

The school will continue to provide parents access to staff. Parents can reach teachers via e-mail and ClassDojo and can expect a response within 2 school days. Parents may also schedule conferences with teachers and staff as needed.

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 invited to volunteer in our building if they meet the volunteer protocols set by the Chicago Public Schools and Higgins Community Academy. We will also provide opportunities for families to volunteer and participate in their children's classrooms, assemblies, field trips, family nights.

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

Families are expected to play an intrical part in their student?s learning from monitoring attendance, homework completion, and making sure scholars are prepared for school. The Social Worker and the staff of the school will continue to work with families to help them to support their students with learning via workshops and putting supports in place. We will continue to form a collaborative effort between the home and the school to ensure that students' needs are met.

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

Excellent schools value the uniqueness that each student brings to his or her learning and construct learning opportunities aimed to challenge each student just beyond what he or she is able to do. Families will participate in decisions relating to the education of their children. We will continue to invite parents to participate in quarterly family days, monthly PAC meetings, monthly PTA meetings, bi-monthly LSC meetings, Open House, and State of the School Address

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. All students will participate in goal setting. This process will start as early as childhood to enable them set their own targets and work towards getting them achieved. Students will have access to the Warrior Store monthly. Students earn warrior dollars for good behavior, attendance, and positive attitude.

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.

Familiarize parents with CPS parental involvement policies, procedures and with NCLB parental involvement mandates and policies. Empower parents to guide and support student learning at home by providing them with knowledge and skills necessary to be active participants in their student's education. We will enhance their knowledge of Common Core Math, Assessments, & Social Emotional Learning, consultants will provide training on a quarterly basis. Parents will also attend workshops aligned to these topics.

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.	\$250.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$460.00
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)	\$1200.00

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$436.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00