

Hanson Park Elementary School 2020-2022 plan summary

Team

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Marinel DeBerry	Pre-K Teacher		No Access
Millie Roman	Kinder Teacher		No Access
Annina Novak-Hernandez	3rd Grade Teacher		No Access
Joann Santiago	5th Grade Teacher		No Access

Name	Role	Email	Access
Kenneth Meracle	6th Grade Teacher		No Access
Shelley Huske	7th Grade Teacher		No Access
Alicia Fiore	Special Education/LD Teacher		No Access

Team Meetings

Date	Participants	Topic
02/04/2020	ILT Members	SEF Overview/ Discussion
01/21/2020	ILT Members	CIWP Overview/ Begin SEF Discussion
02/25/2020	ILT Members	CIWP Writing session
03/10/2020	ILT Members	CIWP completion
04/14/2020	ILT Members	CIWP Theory of Action
05/12/2020	ILT Members	CIWP Vision, Mission

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
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 3 Enable staff to focus and prioritize what matters most
- 2 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:** Weekly team meetings and monthly team meetings occur. Teachers have ample opportunity to voice concerns or share successes and ideas with administration. Administration is fully transparent and readily answers organizational and budgetary questions and concerns.
- 3 - Structure for Continuous Improvement
 - 3 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
 - 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
 - 3 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:** Instructional Coach is in place and, along with administration, visits classrooms regularly for informal observations and provides feedback. We are currently developing a teacher mentoring program within Hanson Park.

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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** From grades 3-8, the ELA curriculum is built on high-interest, student-based reading materials. Diverse learning teachers have access to the Unique Curriculum that spans all grade levels and is personalized to individual learners. Multiple computer program licenses are purchased yearly.
- 3 - Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 3 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 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
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** After multiple trainings on the use of DOK, teachers utilize the process at all grade levels. Monthly literacy strategies are utilized across all grade levels. There is a large focus in all classes on locating evidence while reading and supporting claims.
- 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 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:** Progress monitoring and common assessments are in use across all grade levels. Administration monitors ASPEN to ensure that grading practices and protocols are followed and in place. Accommodations for grading are provided for ELLs and DLs.
- 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)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 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)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Administration supports the MTSS team and classroom teachers as they provide interventions for students with Orange Folders. (Orange Folders is HPS's MTSS process). The Case Manager and Counselors support teachers in the process and consider student families in all decisions made.
- 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Students are offered opportunities to discover personal skills and talents through multiple and diverse before and after school program opportunities...both academic and otherwise focused. Middle school teachers regularly use SEL instructional time to discuss post elementary school experiences and do goal-setting activities to help students navigate and plan for the future.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Some staff members serve as mentors to students and check in regularly for academic and social issues. Students support each other and

counselors encourage students to have empathy and build relationships with each other, family members, and staff members.

- 3 - Student Voice, Engagement, and Civic Life
 - 2 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 2 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:** With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another. Students learn about community, city, state, and national civic leaders and their roles in civil society
- 3 - Physical and Emotional Safety
 - 2 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)
 - 2 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:** Adults are trained to take a trauma-sensitive approach, can identify signs and symptoms of exposure to trauma, and use an identified referral process for students with additional needs. The school has 3-5 positively stated behavior expectations and norms that are regularly reviewed and shared by all members of the school community.
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Beginning at the Pre-K level, we explicitly teach expected behavior and positively and consistently reinforce school-wide rules and expectations. Teachers work with students to write classroom rules and expectations, along with consequences. Great effort is devoted to following individual students' Behavior Plans or IEP accommodations concerning discipline practices.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Monthly PAC/BAC meetings take place. The Behavioral Health Team conduct frequent home visits for students with intense need. Security and other staff make frequent visits to homes of chronically tardy students. The school and administration have an "open door" policy for parents and guardians and teachers regularly conference with parents/families during free periods and before or after school.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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: Instruction	3
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	5
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	1
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Professional Learning: Monitor implementation to ensure staff uses new knowledge to improve practice and to see it is having the desired effect on practice and outcomes.
Root Cause 1	Lack of follow up for implementation. Teachers do not have the opportunity to share new practices due to scheduling limitations and lack of dedicated professional development time.
Area of Critical Need 2	Curriculum: Align units of instruction to scope and sequence maps and pace lessons appropriately. Engaging all learners in content areas by fully integrating opportunities for all learners.
Root Cause 2	Problems with pacing and time management, lack of resources for diverse learners and ELLs, and a lack of cross curricular pedagogy at the primary grades.
Area of Critical Need 3	Instruction: Engage students in learning and effectively communicate with students
Root Cause 3	Students "waiting" to be taught while grouping is not fluid and meaningful conversations or conferencing with students is not regularly occurring.
Area of Critical Need 4	Restorative Approaches to Discipline: Integrate universal SEL skills instruction and core content
Root Cause 4	Lack of consistency in SEL skills instruction at and across grade levels.

[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.

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 Growth G3-8 (Reading) Align with the district's 5-Year Goals for elementary schools as stated in the Vision Portal	Students with IEPs		58.00	60.00
	EL		68.00	70.00
Vision: NWEA Growth G3-8 (Math) Align with the district's 5-Year Goals for elementary schools as stated in the Vision Portal	Students with IEPs		48.00	50.00
	EL		55.00	57.00
Vision: NWEA Attainment G2-8 (Reading) Align with the district's 5-Year Goals for elementary schools as stated in the Vision Portal	Overall		63.00	65.00
Vision: NWEA Attainment G2-8 (Math) Align with the district's 5-Year Goals for elementary schools as stated in the Vision Portal	Overall		70.00	72.00
Vision: Attendance Rate Align with the district's 5-Year Goals for elementary schools as stated in the Vision Portal and the belief that consistent high student attendance is paramount to reaching our growth and attainment goals	Overall		96.00	96.00

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 We have received "Organized" status for the past three years... we will continue to inform and educate our shareholders on the importance of answering the survey with integrity.			4.00	4.00	4.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	Follow an academically challenging curriculum at all grade levels that fully integrates learning opportunities for all students, including diverse and English language learner students, with academically rigorous instruction that inspires students to think and contribute to high quality results, and that is vertically and horizontally aligned to both grade level scope and sequence maps and the Common Core State Standards
Then we see...	increased teacher confidence in applying Common Core State Standards while planning more rigorous instruction and overall improvement in student engagement and performance
which leads to...	achievement of our attainment targets on the NWEA assessments from grades 3 through 8...ELL 70% Reading, 57% Math...DL 60% Reading, 50% Math, and overall 65% Reading, and 72% Math.
Budget Description	Continued funding of Instructional Coaches, continued professional development through Teacher Talks, Network 3, and through various district departments, including the Departments of Literacy, Mathematics, Personalized Learning, OSEL, ODLSS, and Equity.
Tags	Curriculum, Instruction, Equity: Resource Equity
Action steps	<ul style="list-style-type: none"> (On-Track) Curriculum committees will complete work on vertical and horizontal alignment of standards and materials in core subject area at September and October monthly meetings.. Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (On-Track) Implement curriculum that is CCSS aligned and academically challenging...including Wordly Wise, Go Math!, Reader's Journey. Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Curriculum, Instruction (Not started) Use professional development to inform and instruct teachers on making modifications and accommodations to planning and instruction to meet the needs of ALL learners.

	<p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction</p> <ul style="list-style-type: none"> (On-Track) HPS teachers will supplement instruction with licenses from IXL, Reading A-Z, and various learning programs at all grade levels for the duration of the CIWP. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) HPS teachers will attend ongoing on-site professional development in differentiation, inclusion, and team teaching to ensure high quality, rigorous instruction for all students. <p>Tags:</p> <ul style="list-style-type: none"> (On-Track) HPS teachers will identify and include Common Core State Standards in monthly lesson plans as well as with their posted daily teaching objectives. <p>Tags:</p> <ul style="list-style-type: none"> (On-Track) Administration will collect monthly lesson plans to monitor that teachers and students are using academically challenging curriculum at all grade levels that fully integrates learning opportunities for all students, including diverse and English language learner students <p>Tags:</p>
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Strategy 2

If we do...	Follow a Restorative Approach to discipline by focusing on strong and consistent school and classroom expectations set by teachers and students and implement policies and procedures that emphasize proactive, instructive, and restorative approaches to discipline that focus on shaping behavior rather than punishing behavior
Then we see...	teachers using a proactive approach to discipline and a decrease in the number of students being removed from instruction due to behavior
which leads to...	a calm learning environment and an increase in student engagement leading to increased academic success as well as a decrease in out of school and in-school suspensions, as measurable in the district Dashboard system.
Budget Description	Actively continue professional development on Calm Classroom and continuing the PBIS program already in place while using the guidance of the Office of Social and Emotional Learning and both district and network resources.
Tags	Supportive and Equitable Approaches to Discipline, Safety & Security

<p>Action steps</p>	<ul style="list-style-type: none"> • (On-Track) Behavioral Health Team will continue to work with teachers to coordinate appropriate behavioral interventions for students with IEPs, 504 Plans, or those students requiring counseling <p>Tags:Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline</p> • (Not started) Provide opportunities for Professional Development in the areas of Calm Classroom and Restorative Discipline to all staff and faculty to ensure knowledge of appropriate discipline procedures and proactive behaviors. <p>Tags:Leadership for Continuous Improvement, MTSS, Physical and Emotional Safety</p> • (Not started) At the start of every year, HPS teachers will work with students to develop classroom, grade-level, and schoolwide expectations that are both fair and consistent. <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> • (Not started) At the start of every year, grade levels will meet with students to read, discuss, and review the CPS Student Code of Conduct <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> • (Not started) Grades k-5 will continue to participate in the HPS daily Golden Ticket incentive program that recognizes and rewards students for good behavior and good citizenship <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> • (Not started) Grades 6-8 will use incentive reward programs for attendance, grades, and behavior that will include weekly and quarterly field experiences, social activities, and classroom rewards. <p>Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> • (On-Track) Each year, one session of the opening of school teacher professional development will be dedicated to building calm classrooms and using proactive approaches to discipline. <p>Tags:Supportive and Equitable Approaches to Discipline</p>
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Strategy 3

If we do...	Implement a Balanced Literacy approach to provide Tier 1 differentiated instruction and focus on small group instruction that supports multiple exposures to content to ensure all students have opportunities to work with grade level appropriate literature
Then we see...	teachers developing instructional level tasks, all student groups engaged in a productive struggle with complex texts, making progress, and working successfully at their individual levels of instruction
which leads to...	our ELL and DL students meeting the district's Reading and Math goals as stated in the district's 5 Year Vision portal...ELL 70% Reading, 57% Math...DL 60% Reading, 50% Math
Budget Description	Budget for before and after school tutoring. Budget for learning materials as recommended by the district's offices of Equity, Personalized Learning, and Literacy.
Tags	Curriculum, Instruction, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> • (Not started) Provide professional development on differentiation and small group instruction to all teachers, focusing on the Go Math! curriculum and the grade level novel reading program. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation • (Not started) Examine, adjust, and supplement our current curriculum to ensure that we provide culturally relevant curriculum that is tailored to the strengths, needs, and interests of all of our students Tags:Instruction, Equity: Targeted Universalism, Personalized Learning: Learner Agency • (Not started) Provide before and after school tutoring sessions for IEP students to provide additional academic support as related to their individual education plans. Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation • (Not started) Instructional Coaches and administration will make regular (weekly, bi-monthly) classroom visits across all grade levels to observe instruction and make recommendations on instruction Tags:Leadership for Continuous Improvement, Instruction • (Not started) HPS teachers will work collaboratively at weekly GLT meetings to build grade level progress monitoring tools and tasks (in addition to the quarterly REACH tasks) to support small group instruction and fluid groupings in Reading and Math. Tags:Structure for Continuous Improvement

	<ul style="list-style-type: none"> (Not started) Administration will regularly check lesson plans for evidence of small group instruction and balanced literacy practices at all grade levels. <p>Tags:Structure for Continuous Improvement, Instruction</p>
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Strategy 4

If we do...	Implement MTSS Universal Expectations and develop Tiering Criteria to ensure clear communication between the Behavioral Management Team and classroom teachers
Then we see...	our MTSS orange folder process run smoothly and the BHT actively involved in guiding teachers through the process
which leads to...	better support for students with targeted or intensive social and emotional needs.
Budget Description	Continued work with CPS departments...ODLSS and OSEL and continued focus on professional development for teachers.
Tags	MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (On-Track) Working with the Behavioral Health team, teachers will build a resource bank of specific interventions, organized by grade level, to be used universally as tier 2 and 3 interventions when students begin the MTSS process. Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (On-Track) Continue to plan instruction around the Universal Design for Learning,maintaining high achievement expectations for all students, including students with disabilities and students who are limited English proficient. Tags:Leadership for Continuous Improvement, Instruction, Equity: Targeted Universalism (Behind) Counselors and HPS Behavioral Health Team work with DL students transitioning to both our own departmental middle school level and high school through small group and individual counseling sessions. Tags:Physical and Emotional Safety, ODLSS: Related Service Providers, OSEL: SEL Instruction (Not started) Continue our HPS Orange Folder process for students suspected as needing tier 2 and 3 interventions. Teachers will begin data collection in Orange Folders and follow through working with the Behavioral Health Team for intervention assistance and next steps.

	<p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Behind) Orange Folders will be discussed and examined weekly at GLT meetings to check progress and ensure interventions and next steps are appropriate. <p>Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p>
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Strategy 5

If we do...	Build teacher capacity to deliver high quality, consistent, differentiated, and measurable Tier 1 instruction to ALL students daily
Then we see...	improved instructional practices and protocols from teachers incorporating intentional, cognitively demanding, and differentiated instructional strategies along with students who are engaged, challenged, and exhibiting mastery of skills
which leads to...	an increase of 20% of students reading at or above level as measured by TRC data and state assessments in grades K-2, an increase in percentages in both reading and math attainment and growth on the NWEA assessment...ELL 70% Reading, 57% Math...DL 60% Reading, 50% Math, and overall 65% Reading, and 72% Math, higher achievement on ACCESS and fewer D's and F's on progress reports and report cards.
Budget Description	Professional development through on-site expertise, district and network departments (Literacy, Math, Office of Teaching and Learning, etc.). Funding of the Instructional Leadership Team.
Tags	Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Quarterly professional development in areas of greatest need...differentiation, small group instruction, student engagement throughout the calendar year. <p>Tags:Instruction, Relational Trust, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (On-Track) ILT will conduct data analysis of growth and achievement in reading and math for all students as measured by district, state, and national assessments in order to identify trends to inform instructional needs and opportunities for differentiation within tier 1 instruction. Share findings with all stakeholders through weekly GLT meetings. <p>Tags:Curriculum, MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) Continue the HPS peer observation schedule...teachers will visit each others' rooms according to a monthly schedule to observe and share ideas and best practices. <p>Tags:Relational Trust, OSEL: Supportive School Environment</p>

	<ul style="list-style-type: none"> • (Not started) Teachers will examine grade level data on a weekly basis at GLT meetings to determine next steps toward student mastery of content. <p>Tags:Instruction, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> • (Not started) Monthly Teacher Talks (by teachers, for teachers) will continue focused on best instructional practices <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (On-Track) Follow a 5 week progress monitoring schedule in Reading and Math that follows our HPS Reading Strategies and our Go Math! Curriculum <p>Tags:Instruction</p>
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Action Plan

Strategy 1

On-Track Nov 06, 2020

Curriculum committees will complete work on vertical and horizontal alignment of standards and materials in core subject area at September and October monthly meetings..

Sep 09, 2020 to Oct 16, 2020 - Principal Teacher Leaders Teachers

On-Track Nov 06, 2020

Implement curriculum that is CCSS aligned and academically challenging...including Wordly Wise, Go Math!, Reader's Journey.

Sep 09, 2020 to Jun 18, 2021 - Administration Instructional Coach

Use professional development to inform and instruct teachers on making modifications and accommodations to planning and instruction to meet the needs of ALL learners.

Sep 09, 2020 to Jun 18, 2021 - Administration Instructional Coach Team Leaders District/Network Resources

On-Track Nov 17, 2020

HPS teachers will supplement instruction with licenses from IXL, Reading A-Z, and various learning programs at all grade levels for the duration of the CIWP.

Sep 09, 2020 to Jun 17, 2022 - Administration Teachers

HPS teachers will attend ongoing on-site professional development in differentiation, inclusion, and team teaching to ensure high quality, rigorous instruction for all students.

Sep 09, 2020 to Jun 17, 2022 - Administration Instructional Coaches Teachers BHT

On-Track Nov 17, 2020

HPS teachers will identify and include Common Core State Standards in monthly lesson plans as well as with their posted daily teaching objectives.

Sep 09, 2020 to Jun 17, 2022 - Administration Teachers

On-Track Oct 27, 2020

Administration will collect monthly lesson plans to monitor that teachers and students are using academically challenging curriculum at all grade levels that fully integrates learning opportunities for all students, including diverse and English language learner students

Sep 09, 2020 to Jun 17, 2022 - Administration

Strategy 2

On-Track Nov 17, 2020

Behavioral Health Team will continue to work with teachers to coordinate appropriate behavioral interventions for students with IEPs, 504 Plans, or those students requiring counseling

Sep 09, 2020 to Jun 18, 2021 - Counselors Case Managers BHT Team

Provide opportunities for Professional Development in the areas of Calm Classroom and Restorative Discipline to all staff and faculty to ensure knowledge of appropriate discipline procedures and proactive behaviors.

Sep 09, 2020 to Nov 11, 2020 - Administrative Team

At the start of every year, HPS teachers will work with students to develop classroom, grade-level, and schoolwide expectations that are both fair and consistent.

Sep 09, 2020 to Sep 30, 2020 - Teachers Students Administration

At the start of every year, grade levels will meet with students to read, discuss, and review the CPS Student Code of Conduct

Sep 09, 2020 to Jun 17, 2022 - Teachers

Grades k-5 will continue to participate in the HPS daily Golden Ticket incentive program that recognizes and rewards students for good behavior and good citizenship

Sep 09, 2020 to Jun 17, 2021 - Teachers BHT

Grades 6-8 will use incentive reward programs for attendance, grades, and behavior that will include weekly and quarterly field experiences, social activities, and classroom rewards.

Sep 09, 2020 to Jun 17, 2022 - Teachers

On-Track Nov 17, 2020

Each year, one session of the opening of school teacher professional development will be dedicated to building calm classrooms and using proactive approaches to discipline.

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Strategy 3

Provide professional development on differentiation and small group instruction to all teachers, focusing on the Go Math! curriculum and the grade level novel reading program.

Sep 09, 2020 to Oct 07, 2020 - Instructional Coach

Examine, adjust, and supplement our current curriculum to ensure that we provide culturally relevant curriculum that is tailored to the strengths, needs, and interests of all of our students

Sep 09, 2020 to Nov 11, 2020 - ILT Teacher Leaders

Provide before and after school tutoring sessions for IEP students to provide additional academic support as related to their individual education plans.

Oct 12, 2020 to May 07, 2021 - DL Teachers Administration

Instructional Coaches and administration will make regular (weekly, bi-monthly) classroom visits across all grade levels to observe instruction and make recommendations on instruction

Sep 09, 2020 to Jun 17, 2022 - Instructional Coach Administration

HPS teachers will work collaboratively at weekly GLT meetings to build grade level progress monitoring tools and tasks (in addition to the quarterly REACH tasks) to support small group instruction and fluid groupings in Reading and Math.

Sep 09, 2020 to Jun 17, 2022 - Teachers Instructional Coach

Administration will regularly check lesson plans for evidence of small group instruction and balanced literacy practices at all grade levels.

Sep 09, 2020 to Jun 17, 2022 - Administration

Strategy 4

On-Track Oct 13, 2020

Working with the Behavioral Health team, teachers will build a resource bank of specific interventions, organized by grade level, to be used universally as tier 2 and 3 interventions when students begin the MTSS process.

Sep 09, 2020 to Jun 01, 2022 - Counselors Teachers Behavioral Health Team

On-Track Nov 06, 2020

Continue to plan instruction around the Universal Design for Learning, maintaining high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Sep 02, 2020 to Jun 25, 2021 - Administration Instructional Coach Teachers

Behind Nov 06, 2020

Counselors and HPS Behavioral Health Team work with DL students transitioning to both our own departmental middle school level and high school through small group and individual counseling sessions.

Sep 09, 2020 to Jan 03, 2022 - Counselors Behavioral Health Team

Continue our HPS Orange Folder process for students suspected as needing tier 2 and 3 interventions. Teachers will begin data collection in Orange Folders and follow through working with the Behavioral Health Team for intervention assistance and next steps.

Sep 09, 2020 to Jun 18, 2021 - Teachers BHT

Behind Oct 27, 2020

Orange Folders will be discussed and examined weekly at GLT meetings to check progress and ensure interventions and next steps are appropriate.

Sep 09, 2020 to Jun 18, 2021 - Teachers Administration BHT

Strategy 5

Quarterly professional development in areas of greatest need...differentiation, small group instruction, student engagement throughout the calendar year.

Sep 09, 2020 to Jun 18, 2021 - Administration Instructional Coach

On-Track Oct 27, 2020

ILT will conduct data analysis of growth and achievement in reading and math for all students as measured by district, state, and national assessments in order to identify trends to inform instructional needs and opportunities for differentiation within tier 1 instruction. Share findings with all stakeholders through weekly GLT meetings.

Sep 09, 2020 to Jun 18, 2021 - Administration Instructional Leadership Team

Continue the HPS peer observation schedule...teachers will visit each others' rooms according to a monthly schedule to observe and share ideas and best practices.

Sep 09, 2020 to Jun 18, 2021 - Administration Instructional Leadership Team

Teachers will examine grade level data on a weekly basis at GLT meetings to determine next steps toward student mastery of content.

Sep 09, 2020 to Jul 16, 2021 - Teachers Instructional Coach Administration

Monthly Teacher Talks (by teachers, for teachers) will continue focused on best instructional practices

Sep 09, 2020 to Jun 17, 2022 - Teachers Instructional Coach

On-Track Oct 27, 2020

Follow a 5 week progress monitoring schedule in Reading and Math that follows our HPS Reading Strategies and our Go Math! Curriculum

Sep 09, 2020 to Jun 18, 2021 - Teachers Instructional 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.

Hanson Park utilizes data and teacher input to determine our strengths and weakness in order to develop a plan that will continue to help our students grow academically.
ILT conducts a needs assessment survey annually to support student achievement.

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

Hanson Park teachers utilize best practice strategies along with small group instruction to meet students at their instructional grade level while providing them with grade appropriate materials. Teachers differentiate instruction and provide interventions were needed. In addition to classroom instruction, students are also provided with out of school tutoring in reading and math.

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.

Hanson Park teachers use a wide range of strategies to ensure they reach all students. Teachers integrate technology into the curriculum, differentiate instruction and utilize small groups to meet students at their instructional level, including DL and ELL students.

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).

Hanson Park provides primary grades with a teacher assistant that work directly with our under performing students. They provide interventions and track student?s progress. Students are also provided with support through our morning/after school programs as well as through the different support systems that we have in place such as social workers, counselors, nurses, etc.Students in sub groups, DL and ELL are also provided additional tutoring time out of school to support their learning.

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

Hanson Park has created a family culture in which all staff members are dedicated to ensuring that all students are provided the same quality-learning environment, put students first and collaborate with co-workers. New hires have to exhibit that same passion for teaching and learning, have a wealth of knowledge in differentiating instructions, small group instruction balanced literacy and share some of our beliefs. Hanson Park has a very high teacher retention rate. Teams are provided flexibility to collaborate in planning instruction on a daily basis.

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.

Hanson Park utilizes the expertise within the school to provide staff members with professional development that is aligned to our CIWP through our teacher talks. Teachers are surveys to determine the areas they need more support with. In addition, through our PAC and parent center, we provide parents with workshops related to curriculum that provides them with strategies they can use at home with their children.

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

Hanson Park has monthly meetings with parents to keep them up to date on what is occurring in the school. We provide parent ESL classes, workshops related to literacy and nutrition. In addition, we

encourage parents to become volunteers within the school in order for them to understand how our school runs.

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.

Hanson Park has a plan in place where students coming into kindergarten visit the kindergarten classrooms, get a tour of the building and parents are provided with an orientation day where they receive information related to expectations, supplies as well as meet the teachers and answer questions they may have.

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.

At Hanson Park teachers have a voice. Weekly meetings are held with teachers, we collaborate in order to determine common assessments that will be utilized to assess students and ensure everyone is on the same page.

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.

To the extent possible, Hanson Park provides remedial and enrichment classes for all students. Students are provided with interventions and their progress is tracked and revised every five weeks. Small group instruction is provided and tasks are differentiated to meet the student's needs.

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.

Hanson Park surveys parents to determine their needs in order to develop a plan for support. Parents are provided with ESL classes, nutrition classes, Literacy strategies, as well as workshops that provide them with the tools they need to better assist their children and themselves.

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.

Parents will be surveyed at the Spring PAC/BAC meeting for input into the Parent Compact. Suggestions for revisions will be solicited and incorporated in the NCLB policy and plan for FY21

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

We will conduct our annual NCLB meeting at the first principal's coffee, held the first Friday of the Month. (Oct 2020). At that time, we will establish our PAC/ BAC meeting schedule for the year. Parents will receive notification through monthly newsletter, as well as posted in school and outside school on the marque.

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

Parents input is sought at monthly Principal coffee meetings held on the first Friday of each month.

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.

NWEA student performance information will be shared with parents in a timely manner, upon arrival of reports. Notifications will be sent home with monthly newsletters.

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.

Upon notice, all parents will be notified in the form of a letter to be sent home, if their child has a teacher that is not highly qualified.

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

Parents will be notified, through teacher conferences, as well as written reports, outlining academic standards, assessments, an how to monitor the parent portal, to track student's academic performance.

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.

Parents will be notified, through teacher conferences, as well as written reports, outlining academic standards, assessments, an how to monitor the parent portal, to track student's academic performance.

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.

Staff will receive professional development training in the Fall of 2020 to promote parent/teacher partnerships. We will also utilize our Child Parent Center to fully involve parents as effective volunteers at Hanson Park and at home.

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.

Through our CPC, staff will conduct numerous workshops to effectively involve parents in the classroom and in their home with study skills, student support, and building their child's confidence in their academic abilities. Pre-school teachers will promote parent/teacher partnerships with newsletter sent home to assist parents in helping their child to succeed in school. Literacy tips will be shared in workshops and literature sent home.

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.

We will send home the monthly principal's newsletter informing parents of up coming events and important notices to all parents and community members. We will post any special events, meetings, etc on school marquee and post on our school website.

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)

na

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.)

Students at Hanson Park school will develop independent learning strategies, while teachers prepare them for rigorous standards, to insure that all students will be college and career ready, to achieve success in high school and beyond. Hanson Park will continue to develop a professional faculty that utilizes research based practices to provide data driven instruction and foster relationships with all stakeholders to develop lifelong learners, in an inclusive and nurturing environment. We recognize and encourage the Hanson Park parents to become full partners in their child's education, through a variety of classes, activities, and formal conferencing.

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 on November 2020 and April 2021. Parents will have the opportunity to meet formally with teachers to discuss their child's academic progress and seek assistance to improve their child's learning abilities. In addition to these dates, parents and teachers may schedule other conferences as needed throughout the school year, before and after school, or during a teacher's preparation period.

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

Parents will receive quarterly report cards as well as mid term progress reports at each five week period between report cards. Teachers will also contact parents as needed in addition to these reports. Parents are also encourage to access the Parent Portal to monitor their child's grades on a regular basis.

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

School staff will be available before and after school, as well as during preparation periods to meet with parents. The administrative team will also meet with parents at regularly schedule Principal's Coffee Meetings, PAC and BAC Meetings, and other school and community events.

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 strongly encouraged to volunteer to assist with their child's classroom as well as other school activities ie: book fair, fun fair, community forums, etc. Parents may contact Ms. Dones, Hanson Park Parent Liaison, for volunteer packets. We encourage parents to assist with school functions, attend field trips, and other programs throughout the year.

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

Parents will communicate high expectations for student learning, good attendance, and positive behavior. Parents will assist or seek assistance for their child's homework and projects.

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 monthly/quarterly PAC and BAC Meetings to determine how NCLB Monies will be spent.

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 strive to be productive citizens, have good attendance, arrive to school on time, complete their assignments to the best of their ability and to be respectful, responsible and safe.

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.

Currently we do not have our FY20-21 School Budget. Goals will be established upon receiving the budget

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.	\$4500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1200.00
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)	\$3464.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00