

Alexander Hamilton Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
02/04/2020		

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** We used CIWP SQRP, School 5 essentials data and NWEA data as well as surveys.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Our Cycle of inquiry, teacher PD, budget approval process,

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
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 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)

- 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** unit plans, scope and sequence,
- 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
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 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
 - 4 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:** 5 essentials, walk throughs,
- 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
 - 4 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
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 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
 - 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:** grading practices, unit plans, assessments, grade distribution
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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:** MTSS handbook and BHT agendas
- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** policies and protocols, climate team agenda, MS agenda

Quality and Character of School Life

- 4 - 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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Climate TEam PD
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** classroom practices, climate team, MS agendas
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 4 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:** classroom practices
- 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)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Climate team trainings, behavior information, reflections,
- 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).
 - 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)
 - 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)
 - 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:** Climate team trainings

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	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	Instruction that is authentic and targets all students.
Root Cause 1	The most crucial lever to improving student outcomes is robust instruction. While our instruction is strong we feel as a staff that there are consistently ways to improve our overall instruction while we focus on improving the foundations of Curriculum, Balanced Assessment and Student Voice.
Area of Critical Need 2	Curriculum that includes student choice and builds year over year.

Root Cause 2	In order for students to make gains year after year the curriculum ust be aligned and integrated. Currently there are gaps in our instructional planning that are not supporting student voice.
Area of Critical Need 3	Balanced Assessment that evaluates students progress towards standards and communicates this information effectively to students and parents.
Root Cause 3	Grades are not always reflective of student progress towards mastering standards, and often not aligned with student performance data. STudents don't see the connection to learning and grades.
Area of Critical Need 4	Student Voice
Root Cause 4	There are not formal channels available for studenst to demonstrate voice in the school environment. We want to develop student owenship in changes to the school environment and to provide student choice and ownerhsip in their learning.

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)	FRL Eligible		65.00	70.00
(Blank)	Latinx		65.00	70.00
Vision: NWEA Growth G3-8 (Math)	Overall		70.00	75.00
Our school is focused on increasing overall growth in math and reading so all students are achieving their potential	Students with IEPs		62.00	67.00
Vision: NWEA Growth G3-8 (Reading)	Overall		72.00	75.00
Our school is focused on increasing overall growth in math and reading so all students are achieving their potential	Students with IEPs		60.00	65.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Based on student and teacher response rates, we anticipate continuing the hard work of maintaining a rating of well organized.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we provide teacher learning cycles that are around high-impact school-wide instructional strategies
Then we see...	Then we will see teachers implementing high level questioning and providing differentiated opportunities for all students to engage in rigorous tasks and discourse
which leads to...	This leads to all students being challenged and 75% of all k-8 students meeting their growth targets on NWEA across quartiles of attainment (specifically attending to our sub groups of diverse learners, FRL, and Latinx students)
Budget Description	Ww will use flex days and invest in subs for learning walks and professional learning after school.
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> (Not started) ILT will conduct research to identify the high impact instructional strategies that will allow the school to increase cognitive demand, incorporate project based learning, include student voice and improve student questioning, discussion and tasks <p>Tags:</p>

	<ul style="list-style-type: none"> (Not started) LT will create a yearlong plan for teacher learning and implementation of learning in the classroom and Present determined instructional strategies and overview to the staff <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) Staff will engage in teacher learning cycles about the instructional strategies through: Professional reading and calibrating understandings of cognitive demand in questioning and tasks Collaboration in designing questions and tasks Scheduling peer observations to see the implementation of collaboration products and gain tailored feedback Analyzing student work as a result of the collaboration products Staff will evaluate the progress of priority groups in comparison to their peers in student work that is collected. Adjusting instructional practices based on peer feedback and student work outcomes <p>Tags:Structure for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) ILT will conduct surveys to progress-monitor staff learning and adjust to teacher feedback <p>Tags:</p> <ul style="list-style-type: none"> (Not started) ILT will conduct instructional rounds incorporating other staff members to: Build staff capacity to analyze school wide data and see school-wide learning in action Determine whether the instructional strategies chosen by ILT are making the impact and meeting the goals originally intended The Instruction rounds will evaluate the support of priority groups in comparison to their peers in the classroom <p>Tags:</p>
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Strategy 2

If we do...	Create a grading system that utilizes standards based assessments to evaluate student mastery and communicate student progress while identifying areas for students to improve
Then we see...	grading system that?s equitable, standards aligned, consistent, and clearly communicates the learning progress and achievement to student and families, we also see an increase in Student agency and ownership of their learning progress
which leads to...	60% of our students on track and 75% of all k-8 students meeting their growth targets on NWEA across quartiles of attainment (specifically attending to our sub groups of diverse learners, FRL, and Latinx students)
Budget Description	We will invest in after school PD using flex days and parent fundraising.

Tags	Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> • (Not started) August: Review ASPEN Gradebook Review the current grading practices across grade levels and content areas for standards alignment Analyze # of assessments in gradebook (ASPEN) and way grades are communicating progress Review categories and weights and how it impacts student grades (is it a predictable experience for kids across subjects and grade levels) Tags: • (Not started) September/October: Review assessments that are currently in place for standards alignment and evaluation What type of feedback are students receiving How frequently are assignments graded or given feedback Tags: • (Not started) November: Professional learning: Develop a common understanding of standards based grading, why it is equitable, and how teachers/students/schools use and benefit from it, how it communicates learning and mastery Tags: • (Not started) January: Using unit plans as a foundation, design standards based summative and formative assessment that help communicate students learning goals and their progress towards those goals. Tags: • (Not started) Ongoing: Analyze on-track metrics for students in different sub groups Review ontrack Weeks 3 and Weeks 7 of each quarter to review student progress. Tags: • (Not started) April and June: Review assessments that are currently in place for standards alignment and evaluation (using ASPEN and tasks) What type of feedback are students receiving How frequently are assignments graded or given feedback Tags: • (Not started) August 2021: Create a system/structure of grading that communicates student progress towards mastery Tags:

	<ul style="list-style-type: none"> (Not started) September: Develop students ability to monitor their own progress towards mastery of standards <p>Tags:</p> <ul style="list-style-type: none"> (Not started) October: Host parent sessions to develop their knowledge and understanding of standards based grading <p>Tags:</p> <ul style="list-style-type: none"> (Not started) November: Review student progress on standards, review ASPEN aspen reports, assessments and modify future instruction to respond to information. <p>Tags:</p>
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Strategy 3

If we do...	If we structure collaboration time for teachers to revise, integrate and align their scope and sequences, and unit plans
Then we see...	Vertically and horizontally standards aligned scope and sequences and cross-curricular unit plans with increased DOK levels 3 and 4 tasks
which leads to...	This leads to all students being challenged and 75% of all k-8 students meeting their growth targets on NWEA across quartiles of attainment (specifically attending to our sub groups of diverse learners, FRL, and Latinx students)
Budget Description	We will invest in professional learning after school and subs to help teachers get into classrooms.
Tags	Leadership for Continuous Improvement, Arts Education: Authentic Arts Integration, CBE: SEL Integration
Action steps	<ul style="list-style-type: none"> (Not started) Teachers at each grade level will work collaboratively to establish an integrated scope and sequence for each grade level and insure all CCSS, NGSS, IL SS standards, SEL standards and content specific standards are being met <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Teacher collaboration time throughout the year will allow for: <ol style="list-style-type: none"> 1)Vertical alignment and reviewing enhancing curriculum with rigorous tasks (increased DOK levels). 2)Exploring what teams at other schools are doing 3)Units include differentiation, resources and texts that meet the needs of all learners. 4)Structuring opportunities for cross curricular, real world, authentic, project based learning <ol style="list-style-type: none"> a)That are designated for different grade levels (ie 4th grade-paper airplane, wax museum) b)That incorporate the arts c)That incorporate civics and service to the community d)That build in student choice and voice e)That are authentic and incorporate field based learning opportunities

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Tuning protocols will help teachers utilize professional judgement, collaborate with their peers, and continuously improve their unit plans, learning tasks and assessments. <p>Tags:</p>
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Action Plan

Strategy 1

ILT will conduct research to identify the high impact instructional strategies that will allow the school to increase cognitive demand, incorporate project based learning, include student voice and improve student questioning, discussion and tasks

Jun 30, 2020 to Sep 30, 2020 - ILT

LT will create a yearlong plan for teacher learning and implementation of learning in the classroom and Present determined instructional strategies and overview to the staff

Jun 30, 2020 to Sep 30, 2020 - ILT

Staff will engage in teacher learning cycles about the instructional strategies through:
 Professional reading and calibrating understandings of cognitive demand in questioning and tasks
 Collaboration in designing questions and tasks
 Scheduling peer observations to see the implementation of collaboration products and gain tailored feedback
 Analyzing student work as a result of the collaboration products
 Staff will evaluate the progress of priority groups in comparison to their peers in student work that is collected. Adjusting instructional practices based on peer feedback and student work outcomes

Aug 31, 2020 to Jun 30, 2022 - Instructional Teaching Staff

ILT will conduct surveys to progress-monitor staff learning and adjust to teacher feedback

Aug 31, 2020 to Jun 30, 2021 - ILT

ILT will conduct instructional rounds incorporating other staff members to: Build staff capacity to analyze school wide data and see school-wide learning in action Determine whether the instructional strategies chosen by ILT are making the impact and meeting the goals originally intended The Instruction rounds will evaluate the support of priority groups in comparison to their peers in the classroom

Nov 30, 2020 to Jul 01, 2021 - ILT

Strategy 2

August: Review ASPEN Gradebook Review the current grading practices across grade levels and content areas for standards alignment Analyze # of assessments in gradebook (ASPEN) and

way grades are communicating progress Review categories and weights and how it impacts student grades (is it a predictable experience for kids across subjects and grade levels)

Aug 24, 2020 to Aug 28, 2020 - ILT, Whole Staff

September/October: Review assessments that are currently in place for standards alignment and evaluation What type of feedback are students receiving How frequently are assignments graded or given feedback

Sep 01, 2020 to Oct 30, 2020 - ILT, Teaching Staff

November: Professional learning: Develop a common understanding of standards based grading, why it is equitable, and how teachers/students/schools use and benefit from it, how it communicates learning and mastery

Nov 01, 2020 to Nov 27, 2020 - Teaching Staff

January: Using unit plans as a foundation, design standards based summative and formative assessment that help communicate students learning goals and their progress towards those goals.

Jan 01, 2021 to Jan 29, 2021 - Teaching Staff

Ongoing: Analyze on-track metrics for students in different sub groups Review ontrack Weeks 3 and Weeks 7 of each quarter to review student progress.

Oct 01, 2020 to Jun 04, 2021 - 3rd-8th grade teachers

April and June: Review assessments that are currently in place for standards alignment and evaluation (using ASPEN and tasks) What type of feedback are students receiving How frequently are assignments graded or given feedback

Apr 01, 2020 to Jun 05, 2020 - ILT, Teaching staff

August 2021: Create a system/structure of grading that communicates student progress towards mastery

Aug 23, 2021 to Sep 24, 2021 - ILT

September: Develop students ability to monitor their own progress towards mastery of standards

Sep 01, 2021 to Sep 30, 2021 - Teaching staff

October: Host parent sessions to develop their knowledge and understanding of standards based grading

Oct 01, 2021 to Oct 30, 2021 - ILT

November: Review student progress on standards, review ASPEN aspen reports, assessments and modify future instruction to respond to information.

Nov 01, 2021 to Nov 30, 2021 - ILT, Whole Staff

Strategy 3

Teachers at each grade level will work collaboratively to establish an integrated scope and sequence for each grade level and insure all CCSS, NGSS, IL SS standards, SEL standards and content specific standards are being met

Jun 01, 2020 to Sep 30, 2020 - Teachers

Teacher collaboration time throughout the year will allow for: 1)Vertical alignment and reviewing enhancing curriculum with rigorous tasks (increased DOK levels). 2)Exploring what teams at other schools are doing 3)Units include differentiation, resources and texts that meet the needs of all learners. 4)Structuring opportunities for cross curricular, real world, authentic, project based learning a)That are designated for different grade levels (ie 4th grade-paper airplane, wax museum) b)That incorporate the arts c)That incorporate civics and service to the community d)That build in student choice and voice e)That are authentic and incorporate field based learning opportunities

Sep 14, 2020 to Jul 01, 2021 - Teachers

Tuning protocols will help teachers utilize professional judgement, collaborate with their peers, and continuously improve their unit plans, learning tasks and assessments.

Sep 25, 2020 to Jan 28, 2022 - Teachers

Fund Compliance

ESSA Program

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

We are not a title one school

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 are not a title one school

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.

WE offer parent meetings and open forums monthly and respond to parent needs.

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.

We provide state of the school that addresses these items.

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.

This is not an issue at Hamilton.

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.

Our School does not receive title 1 funds.

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.

n/a we dont receive title 1 funds.

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.

n/a we dont receive title 1 funds.

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.

n/a we dont receive title 1 funds.

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.

n/a we dont receive title 1 funds.

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 we dont receive title 1 funds.

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.)

n/a we dont receive title 1 funds.

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.

n/a we dont receive title 1 funds.

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

n/a we dont receive title 1 funds.

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

n/a we dont receive title 1 funds.

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.

n/a we dont receive title 1 funds.

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

n/a we dont receive title 1 funds.

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

n/a we dont receive title 1 funds.

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).

n/a we dont receive title 1 funds.

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.

We don't receive title 1 funds.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p>53405</p>	<p>Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.</p>	<p>\$0.00</p>

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$0.00
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 by used only by parents.	\$0.00