Hawthorne Elementary Scholastic Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Davlantes Trish	Principal	PCDavlantes@cps.edu	Has access
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Vanessa Feaman	Teacher	vnfeaman@cps.edu	No Access
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Aaron Washburn	Parent		No Access
Traci Tague	Parent		No Access
Benn Hamm	Parent		No Access
Tim Love	Parent		No Access

Team Meetings

Date	Participants	Topic
02/12/2020	Teachers and Admin	Go through responses to survey/look at data and begin to ID areas of critical need
02/14/2020	Parents and Admin	Go through responses to survey/look at data and begin to ID areas of critical need
02/21/2020	Teachers, Parents and Admin	Set Areas of Critical need and discuss goals
03/10/2020	Teachers and Admin	Review Progress, finalize goals
03/13/2020	Parents and Admin	Review goals set with teachers, discuss community engagement goal
04/07/2020	Teachers, Parents, Adin	Discuss Community Engagement Goal

Date	Participants	Topic
05/11/2020	Teachers, Admin	Discuss Action Steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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
  - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 Utilize assessments that measure the development of academic language for English learners

- o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 4 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 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)
  - o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

Quality and Character of School Life

- 2 - Relational Trust
  - o 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)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life

- o 3 Study politics
- o 2 Become informed voters and participants in the electoral process
- o 3 Engage in discussions about current and controversial issues
- o 2 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**2**
2	Quality and Character of School Life: Relational Trust	**3**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**4**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**5**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Family & Community Engagement	**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	Overall Growth on NWEA Assessment for ALL students

Root Cause 1	Lack of assessment practices that lead to differentiation and personilization
Area of Critical Need 2	Benchmark/Priority Subgroup Attainment
Root Cause 2	Lack of schoolwide targeted teaching strategies
Area of Critical Need 3	Teacher Collaboration
Root Cause 3	The amount of autonomy and differing philosophies of teaching
Area of Critical Need 4	Student Perseverance and Grit
Root Cause 4	Lack of an opportunity for students to set goals relevent to themselves and organized support systems to achieve those goals

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Math) Metrics were chosen based on data from CPS vision portal. We have strong overall scores, but need to look at the priority demographics.	Overall		94.00	95.00
	Latinx		90.00	93.00
Vision: NWEA Attainment G2-8 (Reading) Metrics were chosen based on data from CPS vision portal. We have strong overall scores, but need to look at the priority demographics.	Overall		93.00	94.00
	FRL Eligible		77.00	80.00
Vision: NWEA Attainment G2 (Reading) Metrics were chosen based on data from CPS vision portal. We have strong overall scores, but need to look at the priority demographics.	Overall		85.00	90.00
	African American		70.00	75.00
Vision: NWEA Growth G3-8 (Math) Metrics were chosen based on data from CPS vision portal. We have strong overall scores, but need to look at the priority demographics.	Overall		92.00	95.00
	African American		70.00	80.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Reading) Metrics were chosen based on data from CPS vision portal. We have strong overall scores, but need to look at the priority demographics.	Overall		98.00	99.00
	Students with IEPs		70.00	75.00

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 Improvement in areas of student grit and in teacher collaboration to improve overall rating from 40.0 to 75.0.				60.00	75.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
On-Track Rate Increase in on-track rate for students in JH		77.00		85.00	90.00
Increase in average score on internal parent survey We gave a survey to parents around our CIWP. We can give that same survey again to look for trends in data.		3.60		3.70	3.75

Strategies

Strategy 1

If we do...	If we examine student responses to common assessments in grade band and grade level meetings
Then we see...	teachers examining trends in data gathered by assessments and discussing next steps
which leads to...	uniform differentiation (responsive teaching) strategies and practices to address student need based on the data collected from assessments and an increase in EOY NWEA growth across student subsets
Budget Description	Time devoted at the BOY PD
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative
Action steps	(Not started) Create data collection plan Tags: (Not started) Create/modify a protocol for analyzing assessment practices Tags: (Not started) Collect evidence from teachers on current assessment practices Tags: (Not started) Identify areas for professional learning Tags: (Not started) Engage in professional development for aligned assessment practices Tags:

Strategy 2

If we do...	If we examine vertical and horizontal alignment of grade level curriculum and teacher practices
Then we see...	uniform targeted teaching strategies for students at different ability levels, as well as grade level exiting criteria
which leads to...	an increase in EOY student achievement on NWEA tests across student subsets
Budget Description	

Tags	Structure for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth
Action steps	• (Not started) Continue to assess student academic needs and identify teaching strategies to directly address those needs. Tags: • (Not started) Engage in professional learning to implement teaching strategies tied to student academic need. Tags: • (Not started) Monitor implementation of teaching strategies from instructional rounds, student work and teacher planning Tags: • (Not started) Adjust strategies based on evidence from monitoring. Tags:

Strategy 3

If we do...	If we engage faculty and staff in stating a collective purpose and learning about different philosophies that are influencing current practice and work to build coherence
Then we see...	Staff develop an understanding of how a collective purpose and some more alignment can be executed in practice criteria
which leads to...	an increase in teacher collaboration on 5-E and increased alignment of teacher practices
Budget Description	Purchase copies of "Internal Coherence Framework"
Tags	Relational Trust
Action steps	• (Not started) Build common understanding of instructional vision at start of year professional development. Tags: • (Not started) Build knowledge and skills around coherence using mentor text 'The Internal Coherence Framework' Tags:

	• (Not started) Create opportunities for teachers to observe each others practices Tags: • (Not started) Interpret results from evidence of practice and provide actionable feedback Tags: • (Not started) Continue to monitor coherence through teacher planning, instructional rounds, assessments and student work. Tags:

Strategy 4

If we do...	If we set goals with students at the start of the year and organize support systems to help them achieve their goals
Then we see...	Motivation of students increase as they try to accomplish their goals
which leads to...	An increase in student grit as measured by the 5-E survey and higher on-track rates for grades 3-8.
Budget Description	None
Tags	Transitions, College & Career Access, & Persistence, OSCPA: Academic Advising
Action steps	• (Not started) Develop a goal setting template to be shared with students at the start of the year that includes students listing both short term and long term goals geared towards college and career readiness standards Tags: • (Not started) Revisit goals bi-quarterly to monitor student progress Tags: • (Not started) Set up systems of support for students not progressing goals, utilize culture and climate team to help and monitor Tags:

Strategy 5

If we do…	If we examine our current practices for parent engagement and develop strategies for parents who lack engagement
Then we see…	an increase in ways that parents can become involved in school functions
which leads to…	an increase in parent voice and involvement at Hawthorne based on responses from parent surveys and attendance at HSA events.
Budget Description	Dependent on results of the survey to parents. Additional funding needs not anticipated.
Tags	Family & Community Engagement
Action steps	• (Not started) Create a survey to be given over the summer specific to communication and engagement systems at Hawthorne. Tags: • (Not started) Based on results of the survey, examine current practices for school and staff on turn around time and personalized communication Tags: • (Not started) Creating Student Info Form for each teacher to give out in Q1 and analyze the results. Tags: • (Not started) Use results of the form to personalized communication to parents. Tags: • (Not started) Engage stakeholders in creating a list of different engagement/volunteer opportunities at the start of the year and survey parents on what they are interested in participating in. Monitoring who responded and reading out to parents when opportunities arise Tags:

Action Plan

Strategy 1

Create data collection plan

Jul 01, 2020 to Sep 08, 2020 - ILT

Create/modify a protocol for analyzing assessment practices

Jul 01, 2020 to Sep 08, 2020 - ILT

Collect evidence from teachers on current assessment practices

Sep 08, 2020 to Feb 01, 2021 - ILT/Admin

Identify areas for professional learning

Sep 08, 2020 to Feb 01, 2021 - ILT/Admin

Engage in professional development for aligned assessment practices

Feb 01, 2021 to Feb 01, 2022 - ILT/Admin

Strategy 2

Continue to assess student academic needs and identify teaching strategies to directly address those needs.

Sep 08, 2020 to Jul 01, 2022 - Gradeband Teams, Admin

Engage in professional learning to implement teaching strategies tied to student academic need.

Sep 08, 2020 to Jul 01, 2022 - Admin, ILT

Monitor implementation of teaching strategies from instructional rounds, student work and teacher planning

Sep 08, 2020 to Jul 01, 2022 - Admin, ILT

Adjust strategies based on evidence from monitoring.

Sep 08, 2020 to Jul 01, 2022 - Gradeband teams

Strategy 3

Build common understanding of instructional vision at start of year professional development.

Jul 01, 2020 to Sep 08, 2020 - Admin, ILT

Build knowledge and skills around coherence using mentor text 'The Internal Coherence Framework''

Sep 08, 2020 to Mar 01, 2021 - Admin

Create opportunities for teachers to observe each others practices

Sep 08, 2020 to Jun 18, 2021 - Admin, Teachers

Interpret results from evidence of practice and provide actionable feedback

Sep 08, 2020 to Jun 18, 2021 - Admin, ILT, Gradeband teams

Continue to monitor coherence through teacher planning, instructional rounds, assessments and student work.

Sep 08, 2020 to Jun 18, 2021 - Admin, ILT

Strategy 4

Develop a goal setting template to be shared with students at the start of the year that includes students listing both short term and long term goals geared towards college and career readiness standards

Sep 08, 2020 to Oct 30, 2020 - Admin, Homeroom Teachers, Students

Revisit goals bi-quarterly to monitor student progress

Sep 08, 2020 to Jul 01, 2022 - Homeroom Teachers, Admin, Culture and Climate Team

Set up systems of support for students not progressing goals, utilize culture and climate team to help and monitor

Sep 08, 2020 to Jul 01, 2022 - Culture and Climate Team, teachers

Strategy 5

Create a survey to be given over the summer specific to communication and engagement systems at Hawthorne.

Jul 01, 2020 to Sep 08, 2020 - Admin

Based on results of the survey, examine current practices for school and staff on turn around time and personalized communication

Sep 08, 2020 to Feb 01, 2021 - Admin

Creating Student Info Form for each teacher to give out in Q1 and analyze the results.

Sep 08, 2020 to Nov 11, 2020 - Admin, PL Team

Use results of the form to personalized communication to parents.

Nov 11, 2020 to Jul 01, 2021 - Teachers, Admin

Engage stakeholders in creating a list of different engagement/volunteer opportunities at the start of the year and survey parents on what they are interested in participating in. Monitoring who responded and reading out to parents when opportunities arise

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.

[X]

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

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

N/A- Hawthorne does not receive Title I funds.

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

N/A- Hawthorne does not receive Title I funds.

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.

This occurs at monthly LSC meetings, monthly PTA meetings, Coffee Talks at each quarter, and admin meetings. We train staff on collaboration with parents, and we have staff and parent book clubs.

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.

All test data is shared with parents immediately upon availability. Parents are notified when hard copies will be coming home, and administrators offer to email all 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.

N/A- All teachers are 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.

N/A- Hawthorne does not receive Title I 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.

Start of the year curriculum nights support parents with technological needs. Teachers have provided families with virtual sessions to explain technology. Tech teacher is available to support parents and students who don't know how to use some technology.

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.

Quarterly surveys sent to families to elicit feedback and input from families. Active PTA. Meetings that take place in the morning and at night to allow for greater attendance from a larger group of parents.

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- Hawthorne does not have ECE younger than Kindergarten and does not have neighborhood boundaries for students attending HSA.

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.

Distributed through email weekly, and hard copies, robocalls, and bilingual data as available and needed.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Vision
In this literacy magnet school, Hawthorne students will be intrinsically motivated to pursue opportunities for learning.They will be creative, independent thinkers and problem solvers able to satisfy their quest for knowledge through all forms of collaboration and communication. Hawthorne students will contribute positively to their local and global community through their awareness of socio-economic and cultural diversities.
Mission
Hawthorne stakeholders will maintain a safe, inclusive learning community that supports the needs of all learners. Students will develop critical thinking within an academically challenging, inter-disciplinary, literacy-rich environment that promotes student-to-student discourse as a means for learning. Hawthorne students will be provided with leadership opportunities and diverse cultural experiences.

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.

Two Parent Teacher Conference dates at the end of first and third quarter, with individual 10 minute conferences for all families. Regular contact with all parents from teachers, and regular contact for students who are struggling.

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

Every 5 weeks students will receive some form of a progress report. Parents also receive progress monitoring data in literacy and math 3 times per year.

Families in grades 5-8 receive "On-Track Reports" twice a quarter, in between progress reports and report cards.

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

Email is encouraged. The expectation is that any parent request is replied to within 24 hours.

Teachers are asked to reach out to parents of struggling students.

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.

The administration collaborates with the PTA around these opportunities, and ensure that all parents are able to access the building in an appropriate and supportive way.

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

Parents are given access to google classrooms which are being used by all classrooms in grades 2-8 to monitor progress. Directions on how to access parent portal on Aspen are available to all families as well

as support from school clerks on how to log on. Parents are notified of any concerns teachers might have with steps to support students.

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

Parents are notified of ways to support students. School counselor conducts seminars to familiarize parents with selective enrollment processes. Quarterly "Coffee Talks" give parents opportunities to interact with school administration, learning or initiatives while being provided the chance to make suggestions to school.

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 are expected to progress monitor the same ideas as parents (see above) and to advocate for their needs. We push responsibility, grit, and mastery. Student goal setting is a priority in this CIWP.

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.

N/A- Hawthorne does not receive Title I funds.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$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