

Charles G Hammond Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/12/2020	Principal, Assistant Principal, Case Manager	SEF Ratings
02/21/2020	Assistant Principal, Case Manager, Rachel Butler, Michael Tressa	Priorities and Goals.

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
 - 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 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:** Leadership empowers staff to provide authentic feedback and contribute to the decision making in the building. Safe practice is also a routine component of the professional learning cycle.
- 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
 - 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:** The school-wide schedules and environment support student learning. There is a continued focus on developing meaningful professional learning that is aligned to staff needs.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 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)
 - 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:** Diverse texts and resources are available for students so they can connect with the material. Teachers are continuing to work on the explicit connection between the curriculum and their real-life experiences
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** There still needs to be a significant amount of professional learning and practice surrounding questioning and discussion techniques and differentiation.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 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
 - 2 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:** There needs to be a uniform research base approach to assessments in order to measure what students know and respond in a meaningful way.
- 3 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 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)
- 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)
- 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 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:** The MTSS team is continuously working on a menu of interventions in order to determine set entry and exit criteria. MTSS team is working with all staff and the MTSS Handbook to support interventions and identifying the needs for the different tiers.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** The counselor intentionally educates students about the various school-based transitions that they will face in their K-12 school career. Students would benefit from additional education regarding college and career options after high school.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** The school has a restorative practice cohort that works with additional CPS resources to bring the practices into the building. Administration provides time during GLM's and SID's to present to the staff and support the practices.
- 2 - Student Voice, Engagement, and Civic Life

- 3 Study politics
- 2 Become informed voters and participants in the electoral process
- 2 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 2 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
- 2 Experience a schoolwide civics culture
- **Evidence:** There is a student voice committee that allows the students to have input in the day to day operations and policies of the school.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 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:** There are clear expectations for staff and students to adhere to in order to ensure they are both physically and emotionally safe at school.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** The school works the restorative practices cohort as well as the SEL team to ensure that staff and students are supportive and equitable.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 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
 - 4 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:** There is a strong commitment to providing families with resources and opportunities in their native language. The school has several deep-rooted community partnerships that enhance the lives of our students and families.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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	Attendance rate among all students with an emphasis on students with IEPs.
Root Cause 1	Lack of consistency in school wide protocol and consequences (SCC) as well as families that are in crisis and miss school due to personal and health reasons.
Area of Critical Need 2	NWEA reading attainment among all students with an emphasis on students with IEPs.
Root Cause 2	School-wide inconsistencies of implementation of our CIWP strategies and test taking skills.
Area of Critical Need 3	NWEA math attainment among all students with an emphasis on students with IEPs.
Root Cause 3	Teachers need additional support with providing accommodations & modifications for IEP student on assessments, instruction and tests.
Area of Critical Need 4	SQRP national growth reading percentile among all students with an emphasis on EL students.
Root Cause 4	Teachers need additional school-site PD time to further develop ESL best practices to support EL students learning (vocabulary and language skills).
Area of Critical Need 5	SQRP national growth math percentile among all students with an emphasis on EL students.
Root Cause 5	Lack of student and teacher knowledge of allowed accommodations and modifications for EL students as well as a lack of consistency in math curriculum and instruction for 6th-8th grades.

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
	Students with IEPs		94.00	95.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: Attendance Rate</p> <p>Student attendance will increase students ability to attain and retain information</p>	Overall		95.00	96.00
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>Planning and instruction need to incorporate appropriate grading and assessments to support our students to reach attainment on NWEA. If teaching and instruction in reading for all grades is not appropriate, then students will not be able to reach attainment.</p>	Overall		60.00	64.00
	Students with IEPs		25.00	30.00
<p>Vision: NWEA Attainment G2-8 (Math)</p> <p>Planning and instruction need to incorporate appropriate grading and assessments to support our students to reach attainment on NWEA. If teaching and instruction in math for all grades is not appropriate, then students will not be able to reach attainment.</p>	Overall		45.00	50.00
	Students with IEPs		25.00	30.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Planning and instruction need to incorporate appropriate grading and assessments to support our students to reach their growth targets on NWEA. If students are not making growth, then they will not be able to reach attainment. If teaching and instruction in reading for all grades is not appropriate, then students will not be able to reach their expected outcomes.</p>	Overall		75.00	80.00
	EL		35.00	36.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Planning and instruction need to incorporate appropriate grading and assessments to support our students to reach their growth targets on NWEA. If students are not making growth, then they will not be able to reach attainment. If teaching and instruction in math for all grades is not appropriate, then students will not be able to reach their expected outcomes.</p>	Overall		50.00	60.00
	EL		30.00	32.00

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 This survey will help us identify the critical areas of need for school culture and climate in order to increase our positive culture and climate within our entire school community population (Staff, Students, Parents/Guardians, Volunteers, and community partners).				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...	a. Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives b. Encourage students to learn about and understand the perspectives of those who have different identities and beliefs to engage in dialogue and learn about social identities, diversity, race, racism and equity c. Train and coach staff to understand identities, diversity and bias, and to engage families and communities that the school serves d. Staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth e. Adults teach and model respect, empathy and appreciation for individual differences (e.g. gender, race, culture, language etc.) among all stakeholders (students, staff, families, etc.)
Then we see...	Teachers designing learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives. Students learning about and understand the perspectives of those who have different identities and beliefs. School staff reflecting on their own identities and consider how that impacts their role, their instructional practices, and their support of students.
which leads to...	increased student attendance as measured by our selected attendance metrics.

<p>Budget Description</p>	<p>Funding Source 115- Materials, Supplies, Equipment, Other</p>
<p>Tags</p>	<p>OSCPA: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy, OSSE: Student Outreach and Re-Engagement, OSSE: Students in Temporary Living Situations</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) "All staff will utilize a consistent morning greeting when greeting students in order to start the day on a positive note. - eye contact - intentionally greeting all students - using their names"</p> <p>Tags:OSCPA: Social/Emotional Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <p>• (Not started) a) Re-establish Student Voice Committee, which will work with the Attendance Team periodically.</p> <p>Tags:OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSSE: Attendance & Truancy, OSSE: Student Outreach and Re-Engagement</p> <p>• (Not started) a) The SEL team and Student Voice Committee will collaborate to design learning experiences to explore how student's identities influence their lives and experiences.</p> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <p>• (Not started) b) The SEL team and Student Voice Committee will collaborate to develop a program for encouraging students to learn about and understand people with different perspectives, identities, and beliefs (ELs, DLs, STLS, LGBTQ).</p> <p>Tags:OSCPA: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions, OSSE: Students in Temporary Living Situations</p> <p>• (Not started) c) Staff, admin, and students will present and participate in yearlong activities about identities, diversity, and bias.</p> <p>Tags:</p> <p>• (Not started) d) SEL team and students will provide professional development about teacher identities and how it impacts the staff-student relationship. Teachers can also share who we are and it will strengthen the relationship.</p> <p>Tags:</p> <p>• (Not started) e) SEL team will provide an activity for staff (PD) where they can learn how to respond to disrespect and model respect.</p>

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) e) Each classroom will present on a different culture or people group for a Family Night, where staff and families can come to learn about different cultures and how to show respect to people who are different from ourselves. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) SEL team and Attendance team will support the ILT in the monitoring of these action steps. <p>Tags:</p>
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Strategy 2

If we do...	Teachers design coherent instruction by backward mapping their units and lessons by grade level in alignment with the Common Core State Standards that include formative, summative and interim assessments, grade appropriate challenging levels of texts and materials, ensuring learning tasks are aligned to objectives, designed for intentionally grouped students
Then we see...	Cognitively-challenging, differentiated instruction with rigorous tasks (that require students to provide evidence of their reasoning) in small, data-based groups that address students? specific academic needs, inclusive of EL and DL students.
which leads to...	increased student outcomes as measured by our on-track metrics.
Budget Description	Local (115) Title I (332) Title III (356) External Grants (124) Supplies, Equipment, Materials (instr. and software), Textbooks, Ext. Day - Buckets, Teacher position, ESP position, Substitute teacher (PD, programming, etc.), Other
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment
Action steps	<ul style="list-style-type: none"> (Not started) Uniform Testing - Teachers will develop pre- and post- topic assessments to accompany their unit plans that show relevance to the topic and progression of knowledge. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment</p>

- (Not started) Uniform Testing - Teachers will utilize formative assessments in the form of exit tickets as well as interim assessments to check for understanding and make sure students are on track toward topic success.

Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Uniform Testing - Teachers will develop systems to track the data from their formative assessments in order to make changes and adjustments necessary to reach classroom goals.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Uniform Testing - Teachers will review data from assessments and the systems used to track at GLM's

Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Uniform Testing - ILT will establish guidance on the expected cadence of different types of assessments and include them in the unit plan template

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Uniform Testing - ILT will create a calendar/visual representation of the different types of assessments and the timelines/cadence for each with respect to pre-, formative, post/summative and common (interim) assessments

Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: PreK-3 Assessment

- (Not started) Assessments - Teachers will participate in a professional development learning before the school year in order to understand how to create a balanced assessment system to utilize in their classroom with DL and ELL supports present for respective students.

Tags:Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy

- (Not started) Assessments - Teachers will analyze assessments to determine the alignment between what is being taught and what is being assessed during GLMs before assessments are given to ensure alignment (ILT & GLM)

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Assessments - Teachers will analyze assessment data (of all types) and use that data and analysis to inform next steps re: instruction, delivery, assessment style

Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Assessment - Teacher will design assessments that are not all the same form (all multiple choice, all fill in blank, all paragraph response) by utilizing Bloom's Taxonomy . This will allow students a variety of ways to process and understand the material and let them be able to answer questions in the way that best suits their learning style. It will provide help assist EL and DL students who struggle with test taking.

Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Grading - Create and utilize rubrics for grading for all subjects that are posted in the classroom.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Personalized Learning: Learner Agency

- (Not started) Grading - Teachers will determine the standard for grading in their classes. This will include the process for dropping grades, what is the lowest grade a student can get, criteria/expectations for completing work, not grading based on behavior, and ability/steps for redoing work. Criteria should be uniform.

Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Grading - ILT will perform gradebook audits on a quarterly basis to ensure adherence to grading policy

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Grading - Professional learning on grading

Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Grading - ILT will establish a uniform policy about what teachers need to do when a student has a D or F

Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems

- (Not started) Problem Solving Process - ILT will determine what universal screeners should be used to support MTSS tiering

Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Problem Solving Process - Teachers will use universal screeners to provide additional data points for tiering

Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Problem Solving Process - Teachers will progress monitor students based on their tiers and goal(s)

Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) Problem Solving Process - Teachers will utilize the Problem Solving Process (PSP) and their progress monitoring data to determine next steps for students at GLM

Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring

- (Not started) EL Accommodations - Teachers will form a list of EL students that includes all accommodations and modifications for testing and WIDA skill levels that stays in their room and visible. Teachers will be expected to administer these accommodations and modifications

Tags:CBE: Supports, Interventions, or Extensions, Math: Equitable Access

- (Not started) Diverse Learning - DL teachers will create a uniform template for tracking DL student's accommodation and modification for testing

Tags:Leadership for Continuous Improvement, Instruction, Assessment: Curriculum Equity Initiative, MTSS: Progress Monitoring

	<ul style="list-style-type: none"> • (Not started) EL Accommodations - EL teachers will create a database of what different accommodations/modifications look like Tags:Leadership for Continuous Improvement, Instruction, Assessment: Curriculum Equity Initiative, MTSS: Progress Monitoring • (Not started) Diverse Learning - Teachers will form a list of DL students that includes all accommodations and modifications for testing, that stays in their room and visible. Teachers will be expected, with the help of DL teachers, to administer these accommodations and modifications for their students when testing in their classroom or during their NWEA or state mandated tests. Tags:Leadership for Continuous Improvement, Instruction, Assessment: Curriculum Equity Initiative, MTSS: Progress Monitoring • (Not started) EL Accommodations - Professional learning and resources for how to modify assessments for EL students and different tools that can be used Tags:Leadership for Continuous Improvement, Literacy: Shift 4-21st Century Professional Learning, Personalized Learning: Tailored Learning/Differentiation • (Not started) Diverse Learning - DL teachers will create a database of what different accommodations/modifications look like Tags:Instruction, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation • (Not started) EL Accommodations - Create assessments that measure the development of academic language for EL students Tags:Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring • (Not started) Diverse Learning - Professional learning and resources for how to modify assessments for DL students and different tools that can be used will be administered from ILT to give to necessary teachers. Tags:Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring
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Strategy 3

If we do...	Use questioning and discussion as techniques to deepen student understanding, plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning, and engage all learners in content areas by differentiating and fully integrating opportunities for all learners. (inclusive of EL's & DL's)
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Then we see...	<p>a. Instruction advancing higher-level thinking and metacognition, providing students with opportunities to take on multiple perspectives, constructing new ideas, and engaging in respectful discourse with their teachers and peers b. Teachers using techniques that enable students to formulate their own questions, engaging each other in authentic discussions about content, and respectfully challenge one another using viable arguments based on evidence c. Encouraging student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers d. Requiring students to cite textual evidence to support/develop a claim e. Enabling students to contribute to extending the content by explaining concepts to their classmates f. Teachers using vocabulary appropriately for students' ages and development. Students contributing to the correct use of academic vocabulary g. Engaging students with important conceptual ideas, not simply receiving knowledge, requiring students to engage in productive struggle h. Analyzing models with students to build a vision of quality i. Integrating opportunities for diverse learners in demonstrating core knowledge and skills j. Integrating opportunities for English learners to develop academic language to demonstrate mastery k. Using English and native language development standards, in addition to content standards, to differentiate instruction for English learners, to ensure meaningful access to content and regardless of English language proficiency l. Providing advanced learners with opportunities to extend core knowledge and skills.</p>
which leads to...	increased student outcomes as measured by our selected NWEA metrics.
Budget Description	Local (115) Title I (332) Title III (356) External Grants (124) Teacher position, ESP position, Substitute teacher (PD, programming, etc.), Ext. Day - Buckets, Supplies, Equipment, Materials (instr. and software),Textbooks and other.
Tags	Equity: Targeted Universalism, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Instructional Quality, ODLSS: Procedures and Standards, ODLSS: Service Delivery, ODLSS: Translation Services, OLCE, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) ILT members will determine PD topics based around guiding students to articulate the relevance of the objective(s) to learning and aligning tasks with standards-based learning objectives that reflect the depth of knowledge expectations to be inclusive of EL's & DL's. Tags:Equity: Targeted Universalism, ODLSS: Instructional Quality • (Not started) Teacher will write student friendly objectives that integrate tasks to draw on multiple standards. Tags:Equity: Targeted Universalism, ODLSS: Instructional Quality • (Not started) Teachers will use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across their classroom, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.

	<p>Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, ODLSS: Instructional Quality, OLCE, Math: Equitable Access</p> <ul style="list-style-type: none"> • (Not started) Teachers will understand research and implement programs to develop native language literacy for English learners and integrate IEP goals and benchmarks into their instruction. <p>Tags:ODLSS: Instructional Quality, ODLSS: Procedures and Standards, OLCE</p> <ul style="list-style-type: none"> • (Not started) ILT will monitor the utilization of instructional groupings that are based on academic data (NWEA, classroom assessments). <p>Tags:MTSS, Equity: Targeted Universalism, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) ILT will perform learning walks to determine strengths and areas of growth surrounding teachers <p>Tags:Equity: Targeted Universalism, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Ensure that 100% of teachers are utilizing strategies that support questioning and discussion techniques as well as student discourse of all learners (inclusive of EL's & DL's) <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, ODLSS: Instructional Quality, OLCE, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access</p> <ul style="list-style-type: none"> • (Not started) Leads will ensure that teachers are planning with appropriate accommodations and modifications for ELs based on proficiency levels and WIDA standards and DLs based on IEP's and 504's. <p>Tags:MTSS: Progress Monitoring, ODLSS: Instructional Quality, ODLSS: Service Delivery, ODLSS: Translation Services, OLCE</p> <ul style="list-style-type: none"> • (Not started) Teachers will incorporate the TRU Dimensions to ensure equity, cognitive demand, and the usage of agency, authority and identity. <p>Tags:Equity: Targeted Universalism, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access</p>
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Action Plan

Strategy 1

"All staff will utilize a consistent morning greeting when greeting students in order to start the day on a positive note. - eye contact - intentionally greeting all students - using their names"

Jul 01, 2020 to Jun 30, 2022 - "All staff will utilize Attendance team will create the greeting/chant"

a) Re-establish Student Voice Committee, which will work with the Attendance Team periodically.

Sep 08, 2020 to Nov 05, 2020 - SEL team, Attendance team, and teachers

a) The SEL team and Student Voice Committee will collaborate to design learning experiences to explore how student's identities influence their lives and experiences.

Sep 08, 2020 to Dec 18, 2020 - SEL team and Student Voice Committee

b) The SEL team and Student Voice Committee will collaborate to develop a program for encouraging students to learn about and understand people with different perspectives, identities, and beliefs (ELs, DLs, STLS, LGBTQ).

Sep 08, 2020 to Dec 18, 2020 - SEL team and Student Voice Committee

c) Staff, admin, and students will present and participate in yearlong activities about identities, diversity, and bias.

Jul 01, 2020 to Jun 30, 2022 - Staff, admin, and students

d) SEL team and students will provide professional development about teacher identities and how it impacts the staff-student relationship. Teachers can also share who we are and it will strengthen the relationship.

Nov 30, 2020 to Jun 30, 2022 - SEL team and students

e) SEL team will provide an activity for staff (PD) where they can learn how to respond to disrespect and model respect.

Nov 30, 2020 to Jun 30, 2022 - SEL team

e) Each classroom will present on a different culture or people group for a Family Night, where staff and families can come to learn about different cultures and how to show respect to people who are different from ourselves.

Jul 01, 2020 to Jun 30, 2022 - SEL team, teachers, and students

SEL team and Attendance team will support the ILT in the monitoring of these action steps.

Jul 01, 2020 to Jun 30, 2022 - SEL team and Attendance team

Strategy 2

Uniform Testing - Teachers will develop pre- and post- topic assessments to accompany their unit plans that show relevance to the topic and progression of knowledge.

Sep 08, 2020 to Jun 20, 2022 - Teachers

Uniform Testing - Teachers will utilize formative assessments in the form of exit tickets as well as interim assessments to check for understanding and make sure students are on track toward topic success.

Sep 08, 2020 to Jun 20, 2022 - Teachers

Uniform Testing - Teachers will develop systems to track the data from their formative assessments in order to make changes and adjustments necessary to reach classroom goals.

Sep 08, 2020 to Sep 30, 2020 - Teachers

Uniform Testing - Teachers will review data from assessments and the systems used to track at GLM's

Sep 08, 2020 to Jun 20, 2022 - Teachers

Uniform Testing - ILT will establish guidance on the expected cadence of different types of assessments and include them in the unit plan template

Sep 08, 2020 to Jun 20, 2022 - ILT

Uniform Testing - ILT will create a calendar/visual representation of the different types of assessments and the timelines/cadence for each with respect to pre-, formative, post/summative and common (interim) assessments

Sep 08, 2020 to Jun 20, 2022 - ILT

Assessments - Teachers will participate in a professional development learning before the school year in order to understand how to create a balanced assessment system to utilize in their classroom with DL and ELL supports present for respective students.

Aug 31, 2020 to Sep 04, 2020 - Teachers

Assessments - Teachers will analyze assessments to determine the alignment between what is being taught and what is being assessed during GLMs before assessments are given to ensure alignment (ILT & GLM)

Sep 08, 2020 to Jun 20, 2022 - Teachers

Assessments - Teachers will analyze assessment data (of all types) and use that data and analysis to inform next steps re: instruction, delivery, assessment style

Sep 08, 2020 to Jun 20, 2022 - Teachers

Assessment - Teacher will design assessments that are not all the same form (all multiple choice, all fill in blank, all paragraph response) by utilizing Bloom's Taxonomy . This will allow students a

variety of ways to process and understand the material and let them be able to answer questions in the way that best suits their learning style. It will provide help assist EL and DL students who struggle with test taking.

Sep 08, 2020 to Jun 20, 2022 - Teachers

Grading - Create and utilize rubrics for grading for all subjects that are posted in the classroom.

Sep 08, 2020 to Jun 20, 2022 - Teachers

Grading - Teachers will determine the standard for grading in their classes. This will include the process for dropping grades, what is the lowest grade a student can get, criteria/expectations for completing work, not grading based on behavior, and ability/steps for redoing work. Criteria should be uniform.

Sep 01, 2020 to Sep 30, 2020 - Teachers

Grading - ILT will perform gradebook audits on a quarterly basis to ensure adherence to grading policy

Sep 08, 2020 to Jun 20, 2022 - ILT

Grading - ILT will establish a uniform policy about what teachers need to do when a student has a D or F

Sep 01, 2020 to Sep 30, 2020 - ILT

Grading - Professional learning on grading

Sep 08, 2020 to Jun 20, 2022 - Teachers

Problem Solving Process - ILT will determine what universal screeners should be used to support MTSS tiering

Sep 08, 2020 to Sep 30, 2020 - ILT

Problem Solving Process - Teachers will use universal screeners to provide additional data points for tiering

Sep 08, 2020 to Jun 20, 2022 - Teachers

Problem Solving Process - Teachers will progress monitor students based on their tiers and goal(s)

Sep 08, 2020 to Jun 20, 2022 - Teachers

Problem Solving Process - Teachers will utilize the Problem Solving Process (PSP) and their progress monitoring data to determine next steps for students at GLM

Sep 08, 2020 to Jun 20, 2022 - Teachers

EL Accommodations - Teachers will form a list of EL students that includes all accommodations and modifications for testing and WIDA skill levels that stays in their room and visible. Teachers will be expected to administer these accommodations and modifications

Sep 01, 2020 to Sep 30, 2020 - Teachers

EL Accommodations - EL teachers will create a database of what different accommodations/modifications look like

Jan 01, 2021 to Jan 31, 2021 - Bilingual Teachers

EL Accommodations - Professional learning and resources for how to modify assessments for EL students and different tools that can be used

Sep 08, 2020 to Jun 20, 2022 - Teachers

EL Accommodations - Create assessments that measure the development of academic language for EL students

Oct 01, 2020 to Oct 31, 2020 - Bilingual Teachers

Diverse Learning - DL teachers will create a uniform template for tracking DL student's accommodations and modification for testing

Aug 31, 2020 to Sep 30, 2020 - DL Teachers

Diverse Learning - Teachers will form a list of DL students that includes all accommodations and modifications for testing, that stays in their room and visible. Teachers will be expected, with the help of DL teachers, to administer these accommodations and modifications for their students when testing in their classroom or during their NWEA or state mandated tests.

Sep 08, 2020 to Jun 20, 2022 - Teachers

Diverse Learning - DL teachers will create a database of what different accommodations/modifications look like

Sep 08, 2020 to Jun 20, 2022 - DL Teachers

Diverse Learning - Professional learning and resources for how to modify assessments for DL students and different tools that can be used will be administered from ILT to give to necessary teachers.

Sep 08, 2020 to Jun 20, 2022 - ILT, Teachers

Strategy 3

ILT members will determine PD topics based around guiding students to articulate the relevance of the objective(s) to learning and aligning tasks with standards-based learning objectives that reflect the depth of knowledge expectations to be inclusive of EL's & DL's.

Jul 31, 2020 to Jan 31, 2022 - ILT, Administration, ELPT, & Case Manager

Teacher will write student friendly objectives that integrate tasks to draw on multiple standards.

Sep 08, 2020 to Jun 21, 2022 - Teachers

Teachers will use protocols to collectively examine student work and reflect on the level of cognitive demand asked of students across their classroom, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.

Sep 30, 2020 to Jun 01, 2022 - Teachers and Administration

Teachers will understand research and implement programs to develop native language literacy for English learners and integrate IEP goals and benchmarks into their instruction.

Jul 31, 2020 to Jun 01, 2022 - Teachers, ELPT, and Case Manager

ILT will monitor the utilization of instructional groupings that are based on academic data (NWEA, classroom assessments).

Oct 23, 2020 to May 13, 2022 - ILT, and Administration

ILT will perform learning walks to determine strengths and areas of growth surrounding teachers

Oct 23, 2020 to May 07, 2022 - Administration & ILT

Ensure that 100% of teachers are utilizing strategies that support questioning and discussion techniques as well as student discourse of all learners (inclusive of EL's & DL's)

Oct 19, 2020 to May 20, 2022 - Administration, ILT, Teacher Leads, ELPT & Case Manager

Leads will ensure that teachers are planning with appropriate accommodations and modifications for ELs based on proficiency levels and WIDA standards and DLs based on IEP's and 504's.

Aug 10, 2020 to May 07, 2022 - Teacher Leads, ELPT, & Case Manager

Teachers will incorporate the TRU Dimensions to ensure equity, cognitive demand, and the usage of agency, authority and identity.

Nov 02, 2020 to May 20, 2022 - Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

The ILT and BHT perform annual needs assessments of the entire school that address the students' needs, both academic and social-emotional. The results of these needs assessments are analyzed and utilized in planning.

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

The MTSS protocol allows us to identify students' areas of growth and create plans to address their needs. These plans provide opportunities for all students to meet proficient and advanced levels of academic achievement.

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.

Our CIWP strategies for balanced assessment & grading and instruction address these strategies. A strong foundational curriculum and research-based instructional strategies to increase student engagement help create a stronger educational program for all students, including those who have historically been underserved.

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).

Students have access to a counselor, social worker, and outside counselor (through community partnerships) to meet their social-emotional needs.

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

Teachers go through a multi-step interview process and are provided with ongoing opportunities for professional development. Teachers are provided time for collaboration to strengthen and refine their skills

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.

Based on needs assessments and staff members' needs and interests, professional development is designed and provided on a school-level. All staff members also have access to network and district professional development opportunities.

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

Our school has an open-door policy and parents are welcomed to bring any issues to be presented, especially at the monthly PAC/BAC meetings. These meetings provide parents with information about CCSS, Theory of Action, and Learning Cycles. During these meetings, parents are given the opportunity to ask questions, voice concerns and give suggestions.

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.

There are opportunities for vertical alignment and collaboration between the preschool team and the kindergarten team, which helps the preschool teachers ensure students are ready for their local elementary program.

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.

Teachers vote on the assessment plan each year to determine which assessments will be administered. Teachers also routinely analyze the results of various assessment measures and utilize that information to plan their instruction and improve the achievement of students.

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.

Within the MTSS protocol, Tier 2 and Tier 3 students are identified and plans are created to address students' 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.

There is coordination and integration of all services and programs.

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.

Before the beginning of the school year, a letter will be sent to all parents with details regarding the importance of their involvement in the joint development and periodic review and revision of the NCLB, Title I, school parental involvement plan and policy, and in the process of school review and improvement. Follow-up invitations will be given to students to bring home informing parents of monthly meetings and events so that parents have opportunities to become actively involved.

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

During the first PAC meeting in September 2020, parent members will be elected into office. These elected officials will select meeting times, topics, and dates for the school year. Also in September 2020, a Principal's Annual Title I meeting will be held. Title I programs are presented to the parents at these meetings are revisited throughout the school year. The PAC report from these meetings is also shared at LSC meetings. These meetings allow parents the opportunity to participate in the process of school review and improvement.

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.

These opportunities will be provided through Open Houses, BAC/PAC meetings, LSC meetings, lesson demonstrations, newsletters, parent-teacher conferences, and report card pick ups. Parents are also given a description and explanation of our curriculum and assessment tools used to monitor student progress and guide instruction. In addition, they are given information about the proficiency levels needed.

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.

Parents will be provided with a report of their child's performance on the State assessment at parent-teacher conferences and report card pick up in at least math, language arts, and reading so that the information can be explained and any questions parents might have can be answered in person

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 will be done by sending letters home notifying parents of this situation. Further communication may involve phone calls and messages sent out via email and/or ClassDojo in both English and Spanish to ensure that the communication is accessible.

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 will assist parents in understanding the above-mentioned categories in many ways. We give out several different reports - school report cards, NWEA student reports, progress reports, DIBLES/IDEL/TRC reports, ACCESS scores, and others as needed - to help parents understand where their children are at, any growth they've made and any areas of opportunity. During BAC/PAC meetings, presentations are given with information regarding assessments that will be given and ways to work with educators on their child's progress. We have several opportunities for parents to speak to their child's teacher face-to-face, like parent-teacher conferences and report card pick up, during which teachers are able to give explanations. In addition, parents are always able to call the school to get in touch with the appropriate person to answer any and all questions they may have regarding the above-mentioned topics.

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.

This will be accomplished by continuing to provide parent classes, as well as presentations during BAC/PAC meetings. Furthermore, we will continue to provide parents with tutorials and online resources to help them support their children. We will continue to pass out flyers and notices about upcoming events, and send out messages electronically via ClassDojo for any parents that have access to that application.

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 members will be educated in these categories by providing professional development in cultural awareness of the school's population as well as different ways to be more effective in communicating. We will be providing information on Parent Portal and ClassDojo during these professional development sessions.

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.

This will be accomplished through our monthly parent meetings, BAC/PAC. At these meetings, presentations are conducted by school staff and guest speakers on topics like nutrition and ESL classes. We will continue to promote parent involvement not only at the classroom level, but at a school-wide level, and this will be done by attempting to encourage early childhood parents to attend monthly parent meetings.

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 have many ways that this will be accomplished. Monthly calendars, classroom newsletters, letters, flyers, social media posts, ClassDojo posts, robocalls, and face-to-face meetings will be utilized in communicating meetings and special events with parents in both English and Spanish. This ensures that we are able to communicate with as many parents as we can, regardless of access to technology or language.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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.)

Charles G. Hammond seeks to create a challenging learning environment with high expectations making our students college and career ready by providing rigorous data driven instruction utilizing the Common Core State Standards. We are accepting of individual differences and learning styles to empower our

student while developing their social, emotional, and academic success. We strive to have our parents, teachers, and community members involved in our students' learning.

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 school-wide parent-teacher conferences will be held each year, one on November 18, 2020 and April 21, 2021. All report cards will be handed out to parents in attendance, and parents can choose whether they would like to consult with the teacher(s). If a student has Ds or Fs, teachers are required to speak to that student's parents. If a teacher has concerns about a student's behavior in class, the teacher can also choose to speak to that student's parents. This gives teachers the ability to speak with parents more in-depth and it also frees up time for parents who might have to go back to work. In addition to these parent-teacher conferences, parents are welcome to schedule consultations with teachers at any point during the school year.

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

Hammond will provide frequent reports to parents by sending home progress reports at the mid-point of each quarter in addition to sending out report cards at the end of each quarter. We also give parents reports on their achievements in standardized testing at least once a year (depending on how often those tests are taken). Parents of students with Ds or Fs are to be updated with even more frequency to keep parents informed and to help support students. These reports will be given to parents in person, over the phone, by mail, on ClassDojo, or by email.

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

Staff will be available to parents at any time during school hours with an appointment. Staff members will often even schedule consultations with parents before and after school hours depending on both their own availability and that of the parents. Hammond has an open-door policy, and parents have many ways to access our staff members. They can contact a staff member directly to make an appointment. Parents can also contact the main office and leave a message for a staff member (or members) to call them back and set up an appointment for consultation. Of course, matters that are more urgent will be handled as soon as possible. Staff members can be available to consult with parents in whatever way is easiest for the parent, whether that is in person, over the phone, on ClassDojo, or over email.

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.

Volunteers must complete the volunteer application and must be approved before volunteering at Hammond. Once a parent and/or family member is approved, there are many opportunities to volunteer at Hammond. Parents can volunteer for field trips throughout the year to help support teachers. Most teachers welcome and appreciate assistance with preparation, which could be cutting, gluing, setting up work stations, passing things out to students, stapling, etc. The office staff will often have opportunities for volunteers as well. Parents are always welcome to observe classroom activities with an appointment.

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

Parents can support their children's learning in many ways. Making sure that students are at school on time is extremely important to children's learning. Parents can also make sure to check homework at home and make sure it is complete. They can have conversations with their children to talk about what they learned at school. They can make sure their children are reading at home. If parents feel it is needed, they can ask the teacher for more work in an area their child might be struggling in. Parents can help support children's learning by communicating with teachers and attending school events.

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 can participate in decisions relating to the education of their children by attending LSC meetings as well as BAC/PAC meetings. Depending on the kinds of decisions needed to be made, this might mean attending one of the meetings already stated or completing a brief survey. Again, Hammond also has an open-door policy, and parents are welcome to consult with the school staff/admin with an appointment.

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 be responsible for assuring academic achievement by being sure they are at school on time (given that there are no other issues at home; we understand that often students are not responsible for getting to school on time themselves). Students are responsible for being prepared for their classes, which could mean borrowing a pencil from the teacher before class starts or asking a student for some paper (as many of our students come from low-income families, they may not have access to supplies from home). They are responsible for showing respect to themselves, their peers, teacher, and staff members. Students are responsible for keeping track of their school work and grades by asking teachers about their work or checking their grades in Student Portal.

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.

The goal is to increase parent involvement through PAC meetings and other events.

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.	\$500.00
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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.	\$1358.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$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.	\$100.00
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