

James Hedges Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/16/2020	Antico, Agostinelli, Argueta, Jurado, Airey, Madabushi, Ruiz, Gallagher	Review CIWP timeline and protocols.
02/20/2020		Complete SEF

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

- 2 - Leadership for Continuous Improvement
 - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 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)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 2 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 2 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Survey, Grade Level Meetings, PD Agenda
- 2 - 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 2 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

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

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 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:**
- 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
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- 3 Utilize assessments that measure the development of academic language for English learners
- 2 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:**
- 2 - MTSS
 - 2 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 2 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)
 - 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)

- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 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)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

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)

- 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 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:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 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)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 2 Partner equitably with parents speaking languages other than English

- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	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: Student Voice, Engagement, and Civic Life	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	NWEA Growth Scores of EL
Root Cause 1	Standard Alignment, lesson study/planning, and progress monitoring
Area of Critical Need 2	NWEA Growth Scores of DL
Root Cause 2	Professional learning around differentiation and co-teaching model
Area of Critical Need 3	NWEA Attainment Overall
Root Cause 3	Standard Alignment, lesson planning, and progress monitoring
Area of Critical Need 4	ACCESS overall
Root Cause 4	Professional development provided to build teachers capacity in phonetics awareness and language acquisition

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) Hedges is predominantly an EL school.	EL		52.00	54.00
	Students with IEPs		62.00	64.00
Vision: NWEA Growth G3-8 (Reading) Hedges is predominantly an EL school.	EL		63.00	65.00
	Students with IEPs		62.00	64.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Hedges is predominantly an EL school.	EL		27.00	29.00
	Students with IEPs		7.00	10.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Identify students who are not meeting Tier 1 expectations, create goals, align interventions and progress monitor in the following areas: academics, SEL and attendance rates.
Then we see...	*Students meeting and exceeding standards *Students attaining academic and SEL growth *Identification of appropriate interventions for students or groups of students not making adequate progress. *Progress monitoring data to track effectiveness of interventions and student response to intervention. * Collaborations and relationships form between students and teachers as well as teachers to teachers.
which leads to...	*SQRP Attainment and Growth *A positive effect on literacy and math scores as measured by NWEA, MAP, Amplify, ACCESS and performance tasks. *A higher percentage of students on-track *Create a co-teaching schedule that reflects the needs of our learners. Provide collaboration time and or a common prep for co-teachers. Implement the schedule and models.
Budget Description	
Tags	MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CBE: SEL Integration
Action steps	<ul style="list-style-type: none"> (Not started) Implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity. <p>Tags: MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) * Tier 2 - Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create personal

	<p>learning plans that include additional screener information, student specific goals, interventions and progress monitoring data.</p> <p>Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) Create a co-teaching schedule with certified teachers that meets the needs of our learners; progress monitor its implementation, ensure access to co-teaching model across grade levels, provide adequate resources and planning time. Tier 3- Digital learning format will not replace the personalized instruction provided by any pull out model. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> • (Not started) Continue to purchase supplemental instructional software (Lexia and IXL) to provide Tier 2 and Tier 3 support in school or via virtual learning. <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) MTSS Team will meet biweekly to analyze progress, plan flex days, and analyze effectiveness of interventions and provide bi-weekly communication to all teachers on status of aforementioned areas. <p>Tags:MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> • (Not started) Generate protocol and plans for referring students with chronic absenteeism, SEL needs and below ?C? grades. Provide universal supports to mitigate these 3 target groups. Plan master schedule with staff supports included with timeline. Share communication with staff. <p>Tags:</p>
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Strategy 2

If we do...	Create a meaningful data cycle for ongoing formative assessment that allows teachers the time, resources, and support to develop differentiated learning for students and respond to their needs in a timely manner
Then we see...	Collaborative practices will develop to respond to student thinking, meeting them where they are, and designing opportunities to build on productive beginnings and address emerging misunderstandings
which leads to...	Improve on-track data with an increase in student grades
Budget Description	

Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Implement quarterly/common assessments with standard-based rubrics that are tracked and assessed collaboratively. Tags:Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth • (Not started) Engage in collaborative learning around equitable grading practices.Each grade cluster (K-2, 3-5, 6-8) develops a consistent grading structure (categories and practices such as homework, zeroes, retakes,SGB) that are clearly communicated to students and their families Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) ILT develops a sample data cycle for each grade band showing how this works and will look from formative data collection to analysis to follow-up teaching plan. Grade level team leads can contribute ideas to a teaching strategy/resource bank to share what?s working. Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Allows teacher's the time, resource, and support to develop differentiated learning for student and respond to their needs in a timely manner. Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Collaborate with the Network to facilitate professional learning around grading practices to guide the formation of equitable, clear, and consistent school-wide protocols and generate professional development inventory highlighting PD investment to support culture of collective responsibility. Tags:Assessment: Balanced Assessment and Grading • (Not started) Professional development during fall professional development to design scope and sequence documents, an assessment calendar, and clearly defined team roles for all staff members to contribute to the assessment cycle. Tags:Assessment: Balanced Assessment and Grading

Strategy 3

If we do...	Develop a scope and sequence that is aligned to CCSS
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Then we see...	A consistent order for teaching content based standards at the rigor needed per grade level to deepen students critical thinking skills that will lead to closing the achievement gap
which leads to...	Ensure that our students in all grade levels are provided with rigorous, consistent instructional growth in NWEA and improve on-track data with an increase in student grades.
Budget Description	Professional development for teachers.
Tags	Curriculum, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will create standard aligned lesson plans using existing curriculums plans that drive effective instructional practices for all students Tags:Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks (Not started) Teachers will develop weekly lesson plans based on aligned units of instruction. A sequence of lessons tied together with overarching essential questions. Each unit is clearly aligned by the grade level standards, assignments and activities, leveled learning with appropriate assessments that are determined to measure each student?s level of mastery. Tags:Instruction (Not started) Continue to send teachers to the District and Network Literacy training. Tags:Leadership for Continuous Improvement

Strategy 4

If we do...	cultivate a culture of collective responsibility that aligns our expectations to the CCSS by identifying the knowledge and skills needed for students to be college and career ready in the 21st century
Then we see...	Timely Ongoing school wide communication which will provide consistency, and equity to what all students will learn and what all faculty will teach and foster the appropriate expectations
which leads to...	increase the percentage of students on track and attainment.
Budget Description	

Tags	Leadership for Continuous Improvement, Talent, Teacher Leader Development & Innovation: New Teachers
Action steps	<ul style="list-style-type: none"> • (Not started) Plan a comprehensive two-day orientation for all new first-year teachers. Assign all new teachers a mentor to provide weekly mentoring support during the critical first four weeks of employment. Require mentees and mentors to complete a reflective mentoring log. Tags:Structure for Continuous Improvement • (Not started) Provide equitable access to on-going professional development on the Common Core State Standards, curriculum and REACH. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction • (Not started) Create a schedule for weekly grade levels with agenda, bi-weekly ILT led comprehensive data meetings, and ILT meetings to monitor data, goals, CIWP. Tags:OSCPA: Tier 1 • (Not started) Provide teacher leaders opportunity to gain leadership opportunities and leverage their strengths in the area of assessment use, differentiation, rigor and social emotional learning. Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language • (Not started) Conduct monthly walk-through observations and provide timely feedback for opportunity to improve. Tags:Balanced Assessment and Grading, Arts Education: Authentic Arts Integration, Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Leverage knowledge brought by different groups:, LSC, ILT, PPLC, CIWP, PPC, MTSS, Community, and Admin to analyze data, professional development design, and next steps with regard to the CIWP and School Budget. Tags:Leadership for Continuous Improvement, Instruction, Balanced Assessment and Grading, MTSS, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Create schedules that allow for maximum co-teaching opportunities using the team priorities (common prep, grade level limit) Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Monitor the effectiveness of co-teaching through facilitate reflective conversations

Action Plan

Strategy 1

Implement tiered instruction as needed to support students academic needs: *Tier 1 - All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices implemented with fidelity.

Aug 31, 2020 to Jun 17, 2022 - Teacher Team, MTSS Team, ILT, Case Manager, Social Worker, School Psychologist

* Tier 2 - Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3 - Create personal learning plans that include additional screener information, student specific goals, interventions and progress monitoring data.

Aug 31, 2020 to Jun 18, 2021 - Teacher Team, MTSS Team, ILT

Create a co-teaching schedule with certified teachers that meets the needs of our learners; progress monitor its implementation, ensure access to co-teaching model across grade levels, provide adequate resources and planning time. Tier 3- Digital learning format will not replace the personalized instruction provided by any pull out model.

Aug 31, 2020 to Jun 18, 2021 - Teacher Team, MTSS Team, ILT, Case Manager, Administration

Continue to purchase supplemental instructional software (Lexia and IXL) to provide Tier 2 and Tier 3 support in school or via virtual learning.

Jul 12, 2020 to Mar 26, 2021 - ILT, Administration

MTSS Team will meet biweekly to analyze progress, plan flex days, and analyze effectiveness of interventions and provide bi-weekly communication to all teachers on status of aforementioned areas.

Aug 17, 2020 to Jun 17, 2022 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, School Psychologist.

Generate protocol and plans for referring students with chronic absenteeism, SEL needs and below ?C? grades. Provide universal supports to mitigate these 3 target groups. Plan master schedule with staff supports included with timeline. Share communication with staff.

Aug 24, 2020 to Jun 17, 2022 - Teacher Teams, MTSS Team, ILT, School Climate Team, Case Manager, Attendance Team, School Psychologist.

Strategy 2

Implement quarterly/common assessments with standard-based rubrics that are tracked and assessed collaboratively.

Aug 24, 2020 to Apr 22, 2022 - Teachers, ILT,

Engage in collaborative learning around equitable grading practices. Each grade cluster (K-2, 3-5, 6-8) develops a consistent grading structure (categories and practices such as homework, zeroes, retakes, SGB) that are clearly communicated to students and their families

Aug 24, 2020 to Aug 30, 2021 - Teacher, ILT

ILT develops a sample data cycle for each grade band showing how this works and will look from formative data collection to analysis to follow-up teaching plan. Grade level team leads can contribute ideas to a teaching strategy/resource bank to share what's working.

Aug 24, 2020 to Apr 22, 2022 - Teachers, ILT Team

Allows teacher's the time, resource, and support to develop differentiated learning for student and respond to their needs in a timely manner.

Aug 24, 2020 to Apr 22, 2022 - Administration, ILT Team, Teachers

Collaborate with the Network to facilitate professional learning around grading practices to guide the formation of equitable, clear, and consistent school-wide protocols and generate professional development inventory highlighting PD investment to support culture of collective responsibility.

Aug 24, 2020 to Apr 22, 2022 - Network, Administration, ILT Team, Teachers

Professional development during fall professional development to design scope and sequence documents, an assessment calendar, and clearly defined team roles for all staff members to contribute to the assessment cycle.

Aug 24, 2020 to Apr 22, 2022 - Administration, ILT Team, ILT, Teachers

Strategy 3

Teachers will create standard aligned lesson plans using existing curriculums plans that drive effective instructional practices for all students

Aug 24, 2020 to Apr 24, 2021 - Teachers, ELPT,

Teachers will develop weekly lesson plans based on aligned units of instruction. A sequence of lessons tied together with overarching essential questions. Each unit is clearly aligned by the grade level standards, assignments and activities, leveled learning with appropriate assessments that are determined to measure each student's level of mastery.

Aug 24, 2020 to Jun 11, 2021 - Teachers, ELPT

Continue to send teachers to the District and Network Literacy training.

Jul 01, 2020 to Jun 03, 2022 - Principal

Strategy 4

Plan a comprehensive two-day orientation for all new first-year teachers. Assign all new teachers a mentor to provide weekly mentoring support during the critical first four weeks of employment. Require mentees and mentors to complete a reflective mentoring log.

Aug 24, 2020 to Sep 30, 2020 - Administration and Assigned Mentor

Provide equitable access to on-going professional development on the Common Core State Standards, curriculum and REACH.

Sep 07, 2020 to Jun 17, 2022 - Administration and teacher leaders.

Create a schedule for weekly grade levels with agenda, bi-weekly ILT led comprehensive data meetings, and ILT meetings to monitor data, goals, CIWP.

Sep 01, 2020 to Jun 18, 2021 - ILT and Grade Level Teams

Provide teacher leaders opportunity to gain leadership opportunities and leverage their strengths in the area of assessment use, differentiation, rigor and social emotional learning.

Sep 01, 2020 to Jun 18, 2021 - Teacher Leaders, ELPT, ILT members

Conduct monthly walk-through observations and provide timely feedback for opportunity to improve.

Sep 01, 2020 to Jun 18, 2021 - ILT and Administration

Leverage knowledge brought by different groups: LSC, ILT, PPLC, CIWP, PPC, MTSS, Community, and Admin to analyze data, professional development design, and next steps with regard to the CIWP and School Budget.

Sep 01, 2020 to Jun 18, 2021 - ILT, CIWP, Administration

Create schedules that allow for maximum co-teaching opportunities using the team priorities (common prep, grade level limit)

Aug 24, 2020 to Jan 29, 2021 - Co-Teachers, Teacher Teams, Leadership Team

Monitor the effectiveness of co-teaching through facilitate reflective conversations

Aug 24, 2020 to Apr 29, 2022 - Co-Teachers, Teacher Teams, Leadership Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

We rely on the SQRP Report issued by CPS to breakdown our students' achievement in Reading and Math by subgroups.

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

As a school we look at universal screeners (Dibels and NWEA) to identify which tiers of students should be placed into instruction. All students have access to Tier 1 Universal Instruction. Students that need intervention (Tiers 2 and 3) are given more interventions along with more supports.

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.

We have established an MTSS Team that will monitor students in Tier 2 and Tier 3. They will meet regularly with teachers to monitor the status of the MTSS plan which involves research based interventions. We will continue to monitor all students, including the historical subgroups that underperformed in universal screeners.

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).

MTSS and Behavior Health Teams will address the needs of all students in the school, Any teacher that has a concern for a student SEL or attendance issue can reach out to the BHT to discuss ways to support our students. We provide counseling services, check in/check out mentoring that is tailored to each individual student.

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

All teachers are highly qualified. School will be part of the CPS Opportunity School to retain and attract highly qualified teachers.

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.

Staff members are encouraged to attend network and district professional development opportunities and share the what they have learned and serve as internal experts.

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

Strategies to improve parent involvement include monthly newsletter, teacher website, school website and social media, We encourage parents to attend monthly LSC, BAC and PAC meetings. WE share pertinent information and remind parents of special events, assemblies, and conferences.

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.

We have Pre-K for All.

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.

We have an Instructional Leadership Team that consists of administration and teachers that share their knowledge to make decisions regarding the use academic assessments, Tier 1 instruction, comprehensive leadership structures for continuous improvement, and interventions for 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.

Teachers work with students in groups based on the level of intervention each student needs. These groups are fluid as a student may need more intense intervention for a while in Tier 3 and may move back to Tier 2 and then to Tier 1. Teachers response to individual needs are in their unit and lesson plans.

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.

We partner with several community partners and health providers to provide parents with a variety of workshops.

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.

Hedges will invite all parents to participate in the organizational parent advisory committee meeting. We will then elect our PAC officers and the area of focus for the 2020-2022 PAC. We will share the CIWP Parent Plan, school priorities, strategies, and parent involvement. We will hold monthly meetings to discuss instruction and area of focus. As the school's PAC, the PAC, in consultation with parents, will decide on how to best tackle their interests and highest needs connected to their children's learning and success. We will engage parents, teachers, and students on the area of focus.

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

Title I Annual Meeting is planned for Thursday, September 10, 2020 at 8:00am. After we form our PAC, we will set the dates and time of our monthly meetings.

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

We will inform parents of the various opportunities that they can gather, such as BAC, PAC, LSC, and PTO monthly meetings. Meetings are an open format (usually held on a monthly basis) for parents to offer input, commentary, and suggestions on either parental issues or problem-solving recommendations. We also have coffee with the administration throughout the year.

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.

Parent Report Card Pick-Up and distribution is on the 10th, 20th, and 30th week. Progress report distribution is on the 5th, 15th, 20th, and 35th week.
Parent's can also log into the Parent Portal for weekly updates.

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.

The school will deliver via USA mail, parent e-blast, the school website, and written communication sent home. Parents may request teacher credential information via "Right-to-Ask" letter. If applicable, letters to parents of teachers not meeting NCLB qualifications for their assignment are distributed via United States Postal Service each April.

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.

The CPS parent and student portal is available so that parents and students can review, at will, where their child/student stands academically. Curriculum Night, State of the School Address, Parent Conference, NWEA student progress reports. will be used to accomplish this.

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.

The school will provide curriculum night within the first 10-20 days of school. The school will host content area literacy night for parents quarterly. In collaboration with school committees, we will host parent education sessions. BAC will host parent sessions or workshops to support parents of English learners. A parent room is available to all parents and holds necessary materials, work space, and resources (including technology) to assist and support parents.

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.

Teachers and school staff are educated on how to collaborate with parents on an ongoing basis throughout the school year. (e.g., prior to Report Card pickup dates, prior to our annual Open House Day). We will provide beginning-of-the-year Professional Development, teachers weekly newsletter, principal monthly newsletter and school website.

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.

Parent informational meetings, district notices located on the school website, and regular communication. Teachers are encouraged to utilize technology tools as communication venues for their parents and students. Our Pre-K and Kindergarten staff are involved in planning and scheduling periodic parental information sessions, ongoing parent classroom volunteer opportunities, and grade level activities as a way to share academic grade level curriculum, strategies, and assessment information.

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.

School websites (multiple languages), written communication, parent e-blast, and teacher communication. The dissemination of information will continue to be relayed in both of our major home languages - English and Spanish. Our school website also has the capacity to translate information into numerous languages.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Hedges School, in collaboration with all stakeholders, provides each student with a quality education. Integrate Fine Arts and rigorous academic programs to instill critical thinking skills and civic responsibility.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held November 18th, 2020 and on April 21st, 2021. The parent-teacher conferences include the distribution of grades, NWEA BOY and MOY student results for the Reading and Math tests, attendance, academic and social emotional concerns, and academic resources to help each student grow academically

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

Parent-teacher conferences will be held November 18th, 2020 and on April 21st, 2021. The parent-teacher conferences include the distribution of grades, NWEA BOY and MOY student results for the Reading and Math tests, attendance, academic and social emotional concerns, and academic resources to help each student grow academically.

In addition Progress Reports will be distributed to each student at the end of the 5th week, 10th week, 25th week, and 35th week. Parents can also access their children's grades by logging into Parent Portal on a weekly basis.

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

During the first week of school in September, teachers will send home a letter of introduction which will include their contact information (email, school phone number, and hours set for parent conferences). This information is also provided electronically on the school website. Parents are welcome to contact school teachers and staff to schedule an appointment to meet before school, after school, or during their prep time.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents will be given the necessary information to formally volunteer on a limited and regular basis after the first organizational BAC and PAC meetings. Parents who wish to volunteer for regular extended hours will need to follow the health and criminal background check outlined by CPS. Parents who wish to visit their child's classroom will have to give two days notice prior to the visit and they will need to sign in and will be given a visitor's pass to proceed to their child's classroom. Social distancing guidelines will be followed as needed.

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

Parents will have access to check their child's grades on Parent Portal on a weekly basis. Teachers and/or the attendance team will notify parents if their child is off-track (attendance below 95%, a D and of F in Reading and/or Math, repeated missing assignments, etc.). Parents can also contact their child's teacher via the teacher's email and/or by calling the main office to schedule an appointment with the teacher to discuss their academic concerns and to request extra supports to be given at home. The BAC and PAC will host workshops of how to support their children's learning at home.

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 encouraged to attend and provide active input during all LSC meetings (held the first Thursday of every month at 8am in the cafeteria) , during BAC meetings (held on the second Thursday every month at 8am in the cafeteria) and, during all PAC meetings (held on the third Thursday of every month at 8am in the cafeteria) Parents complete the annual 5Essentials Parent Survey administered in April.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

The school will issue each student Learning Agendas at the beginning of the school year in September, where students will be instructed to write their homework down, write academic deadlines, and where parents can sign or initial homework completion if the student is struggling in an academic subject. The teachers will help each student set academic, attendance, and behavior goals for the year during the Student Goal Setting days in September.

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.

To increase parental involvement, capacity, and provide educational activities to ensure that parents are supported in their partnership between home and school. Activities occur on a monthly basis September through June of each school year. Training topics include: CCSS, Standardized Assessments (MAP/NWEA, etc.), parenting workshops, SEL awareness, cultural diversity embracement, health and fitness, etc.

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.	\$500.00

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.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00