

Irene C. Hernandez Middle School for the Advancement of Science 2020-2022 plan summary

Team

Name	Role	Email	Access
Luis M Tellez	Principal	lmtellez@cps.edu	Has access
Kate Graham-McHugh	Assistant Principal	kjgraham-mch@cps.edu	Has access
Cy Hendrickson	Assistant Principal	cchendrickso@cps.edu	Has access
Juan Manriquez	Teacher	jamanriquez@cps.edu	No Access
Philip Tat	Teacher	ptat@cps.edu	No Access
Maricela Salazar	ELPT	msalazar8@cps.edu	No Access
Lilian Sackett	Teacher	lksackett@cps.edu	No Access
Mary Austin	Teacher	mgaustin@cps.edu	No Access
Kathleen Collins	Case Manager	kknorris@cps.edu	No Access
Allison Heraty	Teacher	aagonsowski@cps.edu	No Access
Stayce Rhodes	Teacher	SLBond@cps.edu	No Access
Julie Bugala	Counselor	jrryan@cps.edu	No Access
Rocio Zapata	Counselor	rezapata@cps.edu	No Access
Janice Wellborn	Teacher	JLWellborn@cps.edu	No Access
Andrea Torres	LSC President	margarethh027@gmail.com	No Access
Eva Rodriguez	LSC Community	maritza13174@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/22/2020	CIWP Team	CIWP Overview and SEF Ratings
01/29/2020	CIWP Team	SEF Ratings

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** x
- 3 - Structure for Continuous Improvement
 - 2 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
 - 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

- 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** x

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 2 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:** x
- 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
 - 3 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
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** x
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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

- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** x
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 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)
 - 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)

- 3 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)
- 1 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)
- 3 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:** x
- 3 - Transitions, College & Career Access, & Persistence
 - 4 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
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** x

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** x
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 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
 - 1 Experience a schoolwide civics culture
 - **Evidence:** x
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 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:** x
- 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** x
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	1
3	Quality and Character of School Life: Relational Trust	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	41% of HMS students met their growth goal for math on the NWEA
Root Cause 1	We changed the way that we grouped students in math classes (tracking), but not what and how they were learning.
Area of Critical Need 1	254 students (disproportionately ELs and DLs) have GPAs below 2.0, which causes them to not be On-Track
Root Cause 2	We are not formatively assessing our students adequately and frequently.
Area of Critical Need 3	HMS is at the 11th percentile for student sense of safety as measured by the 5Es
Root Cause 3	We are not providing adequate Social and Emotional Learning to all of our students.

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) x	Overall		46.00	50.00
	Students with IEPs		38.00	44.00
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey x				4.00	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
5Es - Student Safety (Overall) x	11.00			26.00	41.00
5Es - Student Safety (6th Grade) x	5.00			20.00	40.00
On-Track + Almost On-Track + Near On-Track (Overall) x	0.00			75.00	80.00
On-Track + Almost On-Track + Near On-Track (ELs) x	0.00			69.00	74.00

Strategies

Strategy 1

If we do...	provide a Tier I SEL curriculum and ongoing professional development around planning and implementation, in addition to building self-awareness of staff members? own SEL needs and competencies
Then we see...	staff explicitly teaching students to develop and apply important SEL competencies and build supportive relationships
which leads to...	students feeling physically and emotionally safe in the building, which will be indicated by a score at or above the 40th percentile on the Student Safety component of the 5Essentials survey.
Budget Description	SEL Curriculum, Professional Development
Tags	OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Evaluate and adjust systems, structures, and procedures for supervision. <p>Tags:</p> <ul style="list-style-type: none"> • (Completed) Create an Social Emotional Learning Team <p>Tags:</p> <ul style="list-style-type: none"> • (Completed) Teacher SEL Survey- Determine needs, strengths, areas of concern (Success Bound, Advisory) <p>Tags:</p> <ul style="list-style-type: none"> • (Completed) Develop or identify Tier 1 SEL curriculum <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) Create scope and sequence for Adult SEL Learning <p>Tags:</p> <ul style="list-style-type: none"> • (Completed) Create a pacing guide for Q1 & Q2 curriculum <p>Tags:</p> <ul style="list-style-type: none"> • (Completed) Plan for and Provide Institute Week PD for teachers on new SEL curriculum <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) Gather feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey. <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) PD for teachers each quarter: Model Lessons for teachers, SEL share-outs, trauma informed instruction, adult SEL <p>Tags:</p> <ul style="list-style-type: none"> • (Completed) Administer Q1 teacher SEL Survey to identify areas to support SEL Instruction, teachers, and students. <p>Tags:</p> <ul style="list-style-type: none"> • (On-Track) Plan and Provide PD for parents to offer ways to support their children socially/emotionally
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Tags:

- (Not started) End of year student, teacher, and parent surveys to get feedback on SEL instruction to make improvements.

Tags:

- (Not started) End of Year 1 progress monitoring (comparing data from last year to this year), Revise Scope, Sequence, & Pacing Guides

Tags:OSEL: SEL Instruction

- (Not started) Plan For Adult Mentoring Program at HMS

Tags:OSEL: Supportive School Environment

- (Not started) Plan and provide PD around Adult Mentor Program

Tags:OSEL: Supportive School Environment

- (Not started) Gather feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey.

Tags:OSEL: Supportive School Environment

- (Not started) Provide PD for teachers each quarter: Model Lessons for teachers, SEL share-outs, trauma informed instruction, adult SEL, Adult mentor program.

Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Plan and Provide PD for parents to offer ways to support their children socially/emotionally

Tags:OSEL: Supportive School Environment

- (Not started) Gather MOY feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey.

Tags:OSEL: Supportive School Environment

- (Not started) Gather EOY feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey.

Tags:OSEL: SEL Instruction

	<ul style="list-style-type: none"> (Not started) Implement Mentor program with students. <p>Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Strategy 2

If we do...	gather information about our grading and assessment policies and procedures, assess if those practices are equitable for all students, and provide professional learning to teachers and staff around effective assessment and feedback
Then we see...	teachers implementing balanced assessment practices and policies that best measure student learning and inform instructional decision making
which leads to...	improved student learning and academic achievement resulting in 80% of our students being considered ?On-Track,? ?Almost On-Track,? or ?Near On-Track?
Budget Description	Professional development, Professional texts for teachers, Conferences and associated expenses
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, 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
Action steps	<ul style="list-style-type: none"> (Behind) Develop committee to look at Assessment Texts/ Resources Tags: (Completed) ILT will create and administer a self reflection on Grading Practices Tags: (Not started) Review what resources we are providing for teachers and students Tags: (On-Track) Incorporate into overall PD Scope and Sequence Tags: (Completed) Small group PD around standards-based grading over the summer Tags: (Completed) Engage in Whole staff data analysis and reflection: On-Track, GPA, Grade Distributions

Tags:

- (Not started) Provide teams with recommendations/best practices for categories/weights, have them decide as teams.

Tags:

- (Behind) Grading Practices Focus Groups (staff and students)

Tags:

- (Behind) Analyze On-Track Data After Each Bag Report Deadline. Problem Solving Process with individual students or small groups (focus on equity).

Tags:

- (Behind) Through the use of Weekly Data meeting, in PLCs Focus on Formative Assessment: creation, analysis, re-engagement

Tags:

- (Not started) Progress monitor and develop action plans for children that are not on track

Tags:

- (Not started) Review unit plans to ensure that teachers are including accommodations and modifications for DLs and ELs. Also review assessments done in the classroom

Tags:

- (Not started) Monthly assessment team meetings

Tags:

- (Not started) Quarterly PD on equitable grading practices

Tags:

- (Not started) Use at least one of the town halls each quarter as a Team-Meeting and specifically conference about off-track/on-track

Tags:

- (Not started) Identify best assessment practices that yielded best results and promote for larger implementation the following school year.

Tags:

- (Not started) Reflection on Standards-Based Grading; share findings and reflections with staff

Tags:

- (Not started) Vote on equitable grading practices to adopt school-wide

Tags:

- (Not started) Analyze EOY data and update/revise action plan.

Tags:

- (Not started) Continue grading PLC and Start new Standards-Based Grading PLC

Tags:

- (Not started) Consider PD for upcoming SY on existing gaps.

Tags:

- (Not started) Whole staff data analysis and reflection: On-Track, GPA, Grade Distributions

Tags:

- (Not started) Grading Practices Focus Groups (staff and students)

Tags:

- (Not started) Analyze On-Track Data After Each Bag Report Deadline. Problem Solving Process with individual students or small groups (focus on equity).

Tags:

- (Not started) Through the use of Weekly Data meeting, in PLCs Focus on Formative Assessment: creation, analysis, re-engagement

Tags:

- (Not started) Progress monitor and develop action plans for children that are not on track

Tags:

	<ul style="list-style-type: none"> • (Not started) Review unit plans to ensure that teachers are including accommodations and modifications for DLs and ELs. Also review assessments done in the classroom <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Quarterly PD on equitable grading practices <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Monthly assessment team meetings <p>Tags:</p>
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Strategy 3

If we do...	provide guaranteed and viable math curricula and professional development around grouping and differentiation to meet the needs of all students,
Then we see...	teachers differentiating across classes and within classes to meet the needs of all students
which leads to...	students developing conceptual understanding, procedural fluency, and the ability to apply their learning to real world problems, which will result in 50% of them meeting their NWEA growth goal for math.
Budget Description	Materials, Textbooks, Professional development, Substitute teacher, Conferences and associated expenses
Tags	Curriculum, Instruction, MTSS: Curriculum & Instruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Postponed) Offer Summer Professional Learning: Analyze data, research, and theory around differentiation and how it informs student performance. <p>Tags:Curriculum, Instruction, Math: Equitable Access</p> <ul style="list-style-type: none"> • (Completed) Choose a curriculum for math instruction at HMS. <p>Tags:Curriculum, Math: Equitable Access</p> <ul style="list-style-type: none"> • (Not started) Create a scope and sequence for Math Professional Learning <p>Tags:Instruction, Assessment: Balanced Assessment and Grading, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</p>

- (On-Track) Plan and provide PD around formative and instructional decision making, including differentiation and student grouping

Tags:Instruction, Assessment: Balanced Assessment and Grading

- (Postponed) Provide professional learning time for Math and Science teachers to work together to create and share plans for MTSS intervention groups (Monthly town Halls- and School improvement days)

Tags:MTSS: Curriculum & Instruction

- (Postponed) Plan and Provide PD around Instructional Ladders and planning for Math teachers (to be done in PLCs)

Tags:Instruction, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access

- (On-Track) Plan and provide continual PD around formative and instructional decision making, including differentiation and student grouping (PLCs and School Improvement Days). This initiative will be linked to Weekly Data Meetings with a greater focus on differentiation for re-engagement.

Tags:Instruction, Balanced Assessment and Grading, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access

- (Postponed) Bi-Quarterly Progress Monitoring Sessions for students in intervention groups.

Tags:MTSS: Progress Monitoring, Math: Rigorous Tasks, Math: Formative Assessment, Math: Equitable Access

- (Not started) Create observation cycle for Math team with a focus on differentiation

Tags:Instruction, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (Not started) End of Year 1 progress monitoring (comparing data from last year to this year). Use data to revisit Vertical Alignment .

Tags:Instruction, Math: Curriculum, Math: Equitable Access

- (Not started) Create a scope and sequence for Math Professional Learning

Tags:Instruction, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access

- (Not started) Plan and provide PD around formative and instructional decision making, including differentiation and student grouping

	<p>Tags: Instruction, Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) Utilize town halls and school improvement days to provide time for Math and Science teams to develop and enhance intervention and enrichment work for MTSS Groups. <p>Tags: MTSS: Curriculum & Instruction</p> <ul style="list-style-type: none"> (Not started) Continue peer observation cycle for Math & Science team with a focus on differentiation and add peer observation cycle for intervention groups. <p>Tags:</p>
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Action Plan

Strategy 1

Evaluate and adjust systems, structures, and procedures for supervision.

Jun 01, 2020 to Jul 31, 2020 - Behavioral Health Team

Completed Aug 21, 2020

Create an Social Emotional Learning Team

Jun 01, 2020 to Jun 30, 2020 - Administration

Completed Dec 07, 2020

Teacher SEL Survey- Determine needs, strengths, areas of concern (Success Bound, Advisory)

Jul 01, 2020 to Jul 31, 2020 - SEL Team

Completed Aug 28, 2020

Develop or identify Tier 1 SEL curriculum

May 01, 2020 to Jun 19, 2020 - Counselors, SEL Team

On-Track Dec 07, 2020

Create scope and sequence for Adult SEL Learning

Aug 03, 2020 to Aug 28, 2020 - BHT

Completed Sep 04, 2020

Create a pacing guide for Q1 & Q2 curriculum

Aug 03, 2020 to Aug 28, 2020 - SEL Team

Completed Nov 05, 2020

Plan for and Provide Institute Week PD for teachers on new SEL curriculum

Aug 03, 2020 to Sep 04, 2020 - SEL Team

On-Track Dec 07, 2020

Gather feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey.

Sep 01, 2020 to Nov 06, 2020 -

On-Track Nov 05, 2020

PD for teachers each quarter: Model Lessons for teachers, SEL share-outs, trauma informed instruction, adult SEL

Aug 03, 2020 to Jun 18, 2021 - SEL Team

Completed Dec 07, 2020

Administer Q1 teacher SEL Survey to identify areas to support SEL Instruction, teachers, and students.

Oct 19, 2020 to Oct 30, 2020 - SEL Team

On-Track Dec 07, 2020

Plan and Provide PD for parents to offer ways to support their children socially/emotionally

Nov 02, 2020 to Apr 30, 2021 - BAC/PAC

End of year student, teacher, and parent surveys to get feedback on SEL instruction to make improvements.

May 10, 2021 to Jun 11, 2021 - SEL Team

End of Year 1 progress monitoring (comparing data from last year to this year), Revise Scope, Sequence, & Pacing Guides

Jul 05, 2021 to Aug 27, 2021 - CIWP/SEL Team

Plan For Adult Mentoring Program at HMS

Jul 05, 2021 to Aug 20, 2021 - SEL Team

Plan and provide PD around Adult Mentor Program

Jul 26, 2021 to Aug 06, 2021 - SEL Team

Gather feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey.

Sep 06, 2021 to Nov 05, 2021 - SEL, MGN Team

Provide PD for teachers each quarter: Model Lessons for teachers, SEL share-outs, trauma informed instruction, adult SEL, Adult mentor program.

Sep 06, 2021 to Jun 17, 2022 - SEL Team

Plan and Provide PD for parents to offer ways to support their children socially/emotionally

Oct 04, 2021 to Jun 17, 2022 - BAC/ PAC

Gather MOY feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey.

Jan 10, 2022 to Jan 28, 2022 - SEL & MGN Teams

Gather EOY feedback from key stakeholders: Cultivate Survey, Empathy interviews (Students, staff, and families), parent needs assessment/ survey.

May 09, 2022 to Jun 10, 2022 - SEL & MGN Teams

Implement Mentor program with students.

Sep 06, 2021 to Sep 06, 2021 - SEL Team

Strategy 2

Behind Dec 07, 2020

Develop committee to look at Assessment Texts/ Resources

May 11, 2020 to Jun 19, 2020 - Admin

Completed Jun 05, 2020

ILT will create and administer a self reflection on Grading Practices

May 18, 2020 to Jun 12, 2020 - ILT

Review what resources we are providing for teachers and students

Jun 01, 2020 to Jun 30, 2020 - Assessment Team

On-Track Dec 07, 2020

Incorporate into overall PD Scope and Sequence

Jun 01, 2020 to Jul 24, 2020 - ILT

Completed Nov 05, 2020

Small group PD around standards-based grading over the summer

Jun 01, 2020 to Jul 31, 2020 - Assessment Team

Completed Dec 07, 2020

Engage in Whole staff data analysis and reflection: On-Track, GPA, Grade Distributions

Aug 31, 2020 to Sep 04, 2020 - Assessment Team

Provide teams with recommendations/best practices for categories/weights, have them decide as teams.

Aug 31, 2020 to Sep 04, 2020 - Assessment Team

Behind Dec 07, 2020

Grading Practices Focus Groups (staff and students)

Sep 01, 2020 to Oct 30, 2020 - Assessment Team

Behind Dec 07, 2020

Analyze On-Track Data After Each Bag Report Deadline. Problem Solving Process with individual students or small groups (focus on equity).

Sep 21, 2020 to Jun 04, 2021 - Admin

Behind Dec 07, 2020

Through the use of Weekly Data meeting, in PLCs Focus on Formative Assessment: creation, analysis, re-engagement

Sep 07, 2020 to Jun 18, 2021 - ILT

Progress monitor and develop action plans for children that are not on track

Sep 07, 2020 to Jun 18, 2021 - MTSS Team

Review unit plans to ensure that teachers are including accommodations and modifications for DLs and ELs. Also review assessments done in the classroom

Sep 07, 2020 to Apr 23, 2021 - MTSS Team

Monthly assessment team meetings

Aug 03, 2020 to Jul 30, 2021 - Assessment Team

Quarterly PD on equitable grading practices

Sep 07, 2020 to Jun 18, 2021 - Assessment Team

Use at least one of the town halls each quarter as a Team-Meeting and specifically conference about off-track/on-track

Nov 02, 2020 to Jun 04, 2021 - ILT

Identify best assessment practices that yielded best results and promote for larger implementation the following school year.

May 31, 2021 to Jun 18, 2021 - ILT

Reflection on Standards-Based Grading; share findings and reflections with staff

Jun 01, 2021 to Jun 18, 2021 - Standards- Based Grading PLC

Vote on equitable grading practices to adopt school-wide

May 17, 2021 to Jun 18, 2021 - Admin and PPC

Analyze EOY data and update/revise action plan.

Jun 01, 2021 to Jul 30, 2021 - CIWP Team

Continue grading PLC and Start new Standards-Based Grading PLC

Jul 05, 2021 to Jul 30, 2021 - Assessment PLC

Consider PD for upcoming SY on existing gaps.

Jul 06, 2020 to Aug 28, 2020 - ILT

Whole staff data analysis and reflection: On-Track, GPA, Grade Distributions

Aug 30, 2021 to Sep 03, 2021 - Assessment Team

Grading Practices Focus Groups (staff and students)

Sep 06, 2021 to Oct 29, 2021 - Assessment Team

Analyze On-Track Data After Each Bag Report Deadline. Problem Solving Process with individual students or small groups (focus on equity).

Sep 06, 2021 to Jun 10, 2022 - Admin

Through the use of Weekly Data meeting, in PLCs Focus on Formative Assessment: creation, analysis, re-engagement

Sep 06, 2021 to Jun 10, 2022 - ILT

Progress monitor and develop action plans for children that are not on track

Sep 06, 2021 to Jun 10, 2022 - MTSS Team

Review unit plans to ensure that teachers are including accommodations and modifications for DLs and ELs. Also review assessments done in the classroom

Sep 06, 2021 to Jun 10, 2022 - MTSS Team

Quarterly PD on equitable grading practices

Sep 06, 2021 to Jun 10, 2022 - Assessment Team

Monthly assessment team meetings

Jul 05, 2021 to Aug 19, 2022 - Assessment Team

Strategy 3

Postponed Dec 07, 2020

Offer Summer Professional Learning: Analyze data, research, and theory around differentiation and how it informs student performance.

Jun 01, 2020 to Aug 14, 2020 - Administration

Completed Dec 07, 2020

Choose a curriculum for math instruction at HMS.

May 11, 2020 to Jun 19, 2020 - Math Department

Create a scope and sequence for Math Professional Learning

Jul 01, 2020 to Aug 14, 2020 - Administration +Math ILT Reps

On-Track Dec 07, 2020

Plan and provide PD around formative and instructional decision making, including differentiation and student grouping

Aug 31, 2020 to Sep 04, 2020 - ILT

Postponed Dec 07, 2020

Provide professional learning time for Math and Science teachers to work together to create and share plans for MTSS intervention groups (Monthly town Halls- and School improvement days)

Aug 31, 2020 to Jun 18, 2021 - Administration

Postponed Dec 07, 2020

Plan and Provide PD around Instructional Ladders and planning for Math teachers (to be done in PLCs)

Aug 31, 2020 to Oct 30, 2020 - Administration

On-Track Dec 07, 2020

Plan and provide continual PD around formative and instructional decision making, including differentiation and student grouping (PLCs and School Improvement Days). This initiative will be linked to Weekly Data Meetings with a greater focus on differentiation for re-engagement.

Sep 01, 2020 to Jun 18, 2021 - ILT

Postponed Dec 07, 2020

Bi-Quarterly Progress Monitoring Sessions for students in intervention groups.

Nov 02, 2020 to Jun 18, 2021 - Administration

Create observation cycle for Math team with a focus on differentiation

Feb 01, 2021 to Feb 05, 2021 - Administration

End of Year 1 progress monitoring (comparing data from last year to this year). Use data to revisit Vertical Alignment .

May 31, 2021 to Jun 18, 2021 - Math Team

Create a scope and sequence for Math Professional Learning

Jun 07, 2021 to Aug 06, 2021 - Administration and ILT Math Reps

Plan and provide PD around formative and instructional decision making, including differentiation and student grouping

Aug 02, 2021 to Jun 17, 2022 - ILT

Utilize town halls and school improvement days to provide time for Math and Science teams to develop and enhance intervention and enrichment work for MTSS Groups.

Aug 30, 2021 to Jun 03, 2022 - Admin

Continue peer observation cycle for Math & Science team with a focus on differentiation and add peer observation cycle for intervention groups.

Nov 01, 2021 to Jun 10, 2022 - Administration

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.

HMS staff will conduct needs of assessment thru BOY and MOY standardized state and district assessments not limited to PARCAA ? NEWA, Science and ACCESS assessments prior to students taking EOY assessments. ILT and school leaders will analyze data to track progress of student achievement and inform instruction. Parents, students and staff members complete annual My Voice, My School assessment survey. A principal?s report is given monthly to parents and staff and includes a summary of achievement data and instructional strategies used to target instruction. Appropriate adjustments in instructional practices and academic programs will take place in order to ensure that the needs of all students are met. All stakeholders will be surveyed which is already embedded as an action step in our CIWP. .

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

HMS has established a system of supports that meet all of our students' needs is in place. High expectations for all students coupled with a holistic approach that supports the individual needs of each child. This system is rooted on MTSS tiers and is in place to help target and modify instruction in order to meet proficient academic levels of achievement. After school programs, including Saturday Academic Support Initiative are offered to provided additional support through direct instruction, tutoring or homework assistance. For incoming 6th graders, HMS has develop an intervention program ? Step-Up to Middle School? to support students academically and emotionally in transitioning to Middle School. The purpose of this program is to develop students social emotional and enhance their learning to have a successful career HS and beyond.

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.

At HMS, we have implemented a high standard rigorous curriculum to develop our students' cognitive skills aligning to our entire school population and meeting the needs of our diverse learners English language learners. A school wide scientifically based research Multiple Tiers of Support (MTSS) program included both academic and behavioral supports. This system is rooted on MTSS tiers and is in place to help target and modify instruction in order to meet proficient academic levels of achievement. After school programs, including Saturday Academic Support Initiative are offered to provide additional support through direct instruction, tutoring or homework assistance. For incoming 6th graders, HMS has developed an intervention program ? Step-Up to Middle School? to support students academically and emotionally in transitioning to Middle School. Technology implementation and accessibility to our students The purpose of this program is to develop students social emotional and enhance their learning to have a successful career HS and beyond.

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).

HMS has developed school-wide strategies to meet the needs of all students, especially students in the low achieving spectrum. We have established supports scientifically based research Multiple Tiers of Support (MTSS) program included both academic and behavioral supports. This system is rooted on MTSS tiers and is in place to help target and modify instruction in order to meet proficient academic levels of achievement. After school programs, including Saturday Academic Support Initiative are offered to provide additional support through direct instruction, tutoring or homework assistance. For incoming 6th graders, HMS has developed an intervention program ?Step-Up to Middle School? to support students academically and emotionally in transitioning to Middle School. Technology implementation and accessibility to our students. The purpose of this program is to develop students social emotional and enhance their learning to have a successful career HS and beyond. In addition, HMS is a Community School. All students are encouraged to join before school and after school programs. A school-wide proactive CHAMPS behavior program is well established and a target behavioral program is being implemented. Students participate in student mentoring, Success bound, and ?Buddy? programs. Community involvement with university partners, SUCCESS BOND and others has provided students with a wide range of learning opportunities including: field trips to a college campus, nutrition classes, technology, hatching chicks, planting gardens, monitoring weather and more. (High School Fair Daniel Murphy Scholarship Presentation, High Jump Program Presentation, High School Spotlight Presentations, Junior Achievement, Career Fair, College Field Trips, College Investigation Week Naviance, Success Bound, Grade Level Town Halls , GO CPS Workshops, Kids First Chicago Presentation)

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

HMS brands itself as school that supports, develops and involves teachers in decision-making that governs the learning and social emotional well-being of our students and staff. We have developed partnerships with Universities to attract the most highly- quality candidates; we have a Team that helps ADMIN with screening of candidates and a comprehensive interview process. All staff must be certified by ISBE to teach our students. Only Highly Qualified Teachers and Para-Professionals are hired at HMS. Teachers are assigned to positions for which they are highly qualified. Teachers and Para-Professionals participate in school provided professional development and outside professional development workshops and classes to maintain their HQ status. Finally, Admin has a mentoring program for new teachers to CPS to provide guidance in regards to policy, school protocols and expectations and supports.

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.

A well-developed professional development plan is implemented school-wide and includes all stakeholders. PD is aligned to our CIWP and needs of our staff. Highly qualified staff, consultants, will provide ongoing professional development and attendance of in state and out of state CCSS PD. PD will be linked to the CIWP priorities and areas identified of needing improvement. Staff is encourage to attend PD based on their content area and teaching needs.

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

At the beginning of the school year, HMS will hold Orientation days for all grade levels mirrored on HS model. Family Open House and multiple targeted adult workshops and classes are held each school year sponsored by school committees that include LSC, PAC, and BAC. Events like el ? GRITO? ? Winter Breakfast Celebration and ? Mother?s Day Event? are hallmarks of HMS. In addition, A student agenda book is used as a daily communication tool for parents. Monthly parent letters are sent home in English and Spanish. The HMS website is family friendly and provides a wide-range of literacy, math and science activities in both English and Spanish for all age levels. In addition, High School Fair, Daniel Murphy Scholarship Presentation, High Jump Program Presentation, High School Spotlight Presentations, Junior Achievement, Career Fair, College Field Trips, College Investigation Week Naviance, Success Bound, Grade Level Town Halls, GO CPS Workshops, Kids First Chicago Presentation; these are all designated to include parent participation.

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 are not a pre-school but we have programs in place to transition students from one grade to another. First, we have Orientation Days for 6th, 7th and 8th grade ? The purpose of this orientation is to provide students and families the opportunity to ask questions about curriculum, assessment, clubs, graduation, discipline and attendance, among other things - These are informational sessions. The school takes this opportunity to inform our students and parents of our Mission and Vison of the school; including CIWP priorities, areas of growth and celebrations. For our incoming 6th graders, we have a program called ? Step-Up to Middle School? to support students academically and emotionally in transitioning to Middle School. Technology implementation and accessibility to our students The purpose of this program is to develop students social emotional and enhance their learning to have a successful career HS and beyond.

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 are required to reflect on the effectiveness of their classroom assessments and will make informed decisions based on the data. In addition, time is allocated on professional development days to review and provide feedback on the academic assessments used. A team of teachers has visited other schools to review new models of teaching that are being implemented. Teachers have met with cross-grade level peers for PD around improving curriculum units and instruction. Teachers participate in peer observations as part of our cycle of learning at the school level. Staff provide feedback on assessments during weekly grade level meetings. During our PLC?s, we look at student work (LASW) and teacher create authentic assessment for their classes.

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.

Students who experience difficulty are progress monitored on a regular basis. These students are referred to a Tier 2 or Tier 3 Response to Intervention group; Instructional strategies are implemented by the classroom teacher based on the student's strengths and weaknesses. Teachers and the appropriate staff members (bilingual teacher, nurse, social worker, special education teacher, school psychologist, counselor, speech pathologist and others as identified by student needs) parents and students meet to review progress. The following will be accomplished by identifying risk children and providing the following additional supports: SES, counseling, NWEA academic support programs, Enrichment Program, and small group instruction. MTSS will be implemented to provide the necessary support for students in each tier. Students will be selected for these programs based on testing data and teacher recommendation.

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.

HMS is a Community School. We have partnered with Metropolitan Family Services. We host a wide variety of programs for families throughout the school year, Student programs include: Abstinence programs, Nutrition programs, 8th District Police Presentations, Anti-Bullying presentations and more. CEDA representatives are available on report card pick-up days to assist families with applications for support in a variety of areas. An annual family health fair is held each spring and includes a number of community agencies. A partnership with Ronald McDonald House provides monthly health care check opportunities for families. Students participate in vision and dental programs.

Act and Adapt- DePaul University
Ada S. McKinley Community Services
BAM- Becoming A Man
Chicago Children Advocacy Center
Community School Initiative
DePaul D-Men Challenge- DePaul University
Garfield Park Hospital
Hartgrove Behavioral Health System
Lurie Children's Hospital
Mercy Home for Boys and Girls
Mt. Sinai- Under the Rainbow
No One Eats Alone Day
Pilsen Wellness Center-Gage Park
Riveredge Hospital
Sandy Hook Promise Club
Sarah's Inn
Say Something Week
SEL 8th Grade Retreat
Success Bound

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.

HMS will take a proactive and transparent approach to promote productive conversation . The school's Administrative Team and EL Liaison will continue work jointly with the Office of Community Relations, PAC committee members, and members of the CIS grant team to develop and periodically review and revise the Title I parental involvement plan and policy. Parent members from BAC, PAC, and LSC will be invited to participate in the CIWP planning process. In order to promote a two way communication between the school and community, HMS will periodically survey stakeholders to seek their input and feedback on relative issues throughout the school year. Hernandez Middle School will continue to foster parental involvement through continuous collaboration to monitor, plan and revise programs under Title I Funds. We currently have a highly active Parent Advisory Council (PAC), BAC, and & LSC. Meetings are held every Thursday to review the Title I Budget and plan for allocations accordingly. In addition, these meeting will provide parents with the opportunity to learn skills on how to deal with social/emotional issues through on-going workshops. Information of all instructional and non-instructional concerns are addressed to ensure that parents get the necessary support to raise their children education with the best support possible. These collaboration and parental involvement meetings will continue for the FY21 school year. Parents will continue to attend these meetings, receive training and offer input on Title I programs in terms of recommendations and reviews for improvement. Administration will work with parents to continue to offer continuous collaboration in this process. Principal has set up monthly meeting with parents / community to receive feedback, comments, and suggestions for improvement.

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

Principal will hold an annual informational meeting no later than September 2020. At this time, parents will be informed of the school's Title I Program, School's CIWP, Parent- Involvement Policy, Budget, and guidelines for the program. Parents will be invited to offer input on what they would like in terms of program offerings, services and materials/ supplies. In addition, parents will be informed of their right to

be involved and will be encouraged to participate in the program. Annual elections will be held for most programs to fill vacancies or elect new members. Parents will decide on date, time and place for an organizational meetings. A year-long calendar will be developed with dates of meeting and relevant topics to ensure high participation from parents. The school will hold Literacy, Numeracy, Technology and Science Nights where parents can have conversations with teaches about instruction and how they can support the learning at home. Principal Annual Informational Meeting will be held on September 24, 2020.- PAC organizational meeting will be held September 30, 2020.

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.

HMS currently holds monthly with PAC and BAC meetings with committee members and community members. In addition, parents workshops are held at the school at various times throughout the school year, even on Saturdays. Workshops are based on the interests and concerns of stakeholders as a result of surveys taken once a year. HMS provides opportunities for parents to meet with the principal at monthly coffee sessions. HMS's website updated regularly to inform parents of upcoming events in which their voice could be heard. HMS continues to have a solid high parental involvement. Opportunities to meet every Thursday are given to all committees, Title I- PAC, BAC, and LSC. These meetings are primarily run by parents. In these meetings parents will be given ample opportunity to participate, give input, suggestions, and make recommendations on school programs, school services, in-services, learning activities and other topics related to student achievement and parent training. Parents will be involved in the decision process at all times. The school sends home progress reports as directed by CPS. The school also instructs teachers to monitor students' progress and to reach out to parents with any concerns. Parents are encouraged to sign up on Parent Portal. The school will hold Literacy, Numeracy, Technology and Science Nights where parents can have conversations with teaches about instruction and how they can support the learning at home.

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 are given an explanation and a copy of NWEA assessments and students academic goals in reading, math, and district promotion policy at the beginning of the school year. NWEA Parents reports are shared during parent teacher conferences on report card pick-up days. EL's are provided with a copy the previous school year's ACCESS parent report at the beginning of each school year. BAG reports given out on a monthly basis to further inform parents. Principal will facilitate a meeting (s) at the beginning of the school year to bestow parents with school's established curriculum, instructional programs, students' academic progress, tools in-placed to measure success and levels of expected achievement. Principal will hold meetings with parents on a monthly basis, bi-weekly and would be on-going throughout the school year as needed or suggested by PAC. Parents will be given ample notice of the meetings and dates and times would be agreed upon by committees. School Community Liaison will facilitate communication with parents, students and the community and inform them of instructional and social / emotional programs and other workshops and/or services provided at the school targeting parental involvement, awareness and student's achievement. HMS will provide parents with a report of their child's performance on a form of a Report Card. In addition, school wide scores of State and School Based Assessments of students to be reviewed with parents with individual reports given to parents. Principal / Principal's Designee will host open meetings for parents and students to learn more about how to interpret and understand the results. In addition, school counselor will give opportunities to parents to come and meet one-on-one and review results. These meeting will be held at least 3 times a year.

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.

When necessary, HMS will send home letters from CPS to notify parents when their child has been assigned to or taught by, a teacher who is not "highly qualified." Principal will facilitate a meeting (s) at the beginning of the school year to bestow parents with school's established curriculum, instructional programs, students' academic progress, tools in-place to measure success and levels of expected achievement. Principal will hold meetings with parents on a monthly basis, bi-weekly and would be on-going throughout the school year as needed or suggested by PAC. Parents will be given ample notice of the meetings and dates and times would be agreed upon by committees. School Community Liaison will facilitate communication with parents, students and the community and inform them of instructional and social / emotional programs and other workshops and/or services provided at the school targeting parental involvement, awareness and student's achievement. HMS complies with the requirements under the Title I program to hire highly qualified teachers. In circumstances when students are not taught by a High Qualify Teacher, Principal will inform parents via letter and provide an opportunity for them to come to school and meet with him or other school Admin to obtain clear understanding of the Not High Qualify Teacher. Principal will monitor staff continuously to ensure staff is fully in compliance with Title I.

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.

Title I meetings will be used to plan parent workshops to help parents understanding of Common Core State Standards, PARCC's, ACCESS, and NWEA. The school has provided parents with internet workshops which assists parents with creating email accounts and how to use the CPS parent portal. Parents will be able to use email accounts to better communicate with teachers. Parents will also be able to monitor students academic progress by accessing parent portal to view assignment, assessment grades, absences, and tardies. HMS will continue to build awareness to all stakeholders of the state's academic content standards; the state's student academic achievement standards and the state and local academic assessments and other assessments by inviting all parents to an informational meeting at the beginning of the school year. The annual Title I in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title I will be discussed during this meeting. In addition, parents will be informed of the school's mission and how the daily instruction is aligned with the school's curriculum. During Orientation and Open House, the school will provide in-services to all parents on how to access the Parent Portal in IMPACT and monitor their child's progress. Parent training will also be offered throughout the year on how to read and interpret report cards and on skills and ways that parents can support their children academically to improve achievement. Furthermore, parents will receive academic progress reports every five weeks and parents will be encouraged to come to school and to come to school and meet with their child's teacher to discuss academic progress. Also, parents are welcome to Hernandez to sit in their child's classroom to witness the daily instruction, school climate and how instructional materials and other resources are used to support daily instruction.

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.

HMS will continue to work with PAC and Metropolitan Family Services to conduct workshops based on the surveyed needs of parents. The mission of PAC is to provide parents with the necessary training to assist

their children and create a true partnership with the school to promote academic achievement. The PAC budget has been developed and approved to meet this needs. HMS will host technology and adult literacy training programs each year for parents and community members. Through community partnerships and community based organizations, the school to bring different programs, services and activities to our parents at no cost. The school community liaison works collaboratively with these agencies to provide training to parents in academic areas and non- academic areas. Agencies also offer programs targeting students? social/emotional well-being like prevention programs, bullying and counseling. Whole family participation in these programs will be promoted. In addition, Title I will provide funding for parents to attend conferences, seminars, and workshops on these topics. All these programs and activities for will focus on parental involvement aimed at students? achievement.

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.

HMS will continue to ask staff to volunteer to give parent workshops to increase parent involvement and positive communication in the HMS Community. HMS will encourage parent volunteerism to assist with one on one tutoring. HMS continues to involve parents in the school community by hiring and training parents to be recess/ lunch monitors. On the first day of staff attendance, PD will be given to staff on how and why it is important to forge that lasting bond between the teachers and the parents and how teachers can leverage this partnership when faced with adverse situations. HMS will expose and encourage teachers to participate in extracurricular activities, teacher family literacy courses, and conduct conferences with parents on a monthly or quarterly basis. Also, the school will continue to educate all staff to ally with parents in all educational and emotional aspects by providing on-going professional development in building working relationships with parents to create a strong bond between school, parent and teachers. This will include workshops given during regular staff meetings as well opportunities to attend outside seminars, in-services and other professional development. Faculty and staff are committed to establish strong and clear channels of communication with all parents about student?s academic progress and needs of improvement via phone calls, correspondence or on-one meetings. A yearlong PD Calendar will be established.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

n/a Hernandez is a 6-8 school

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.

All school publications are available in both English and Spanish. School calendar/Monthly Parent Bulletin are sent home, posted on the HMS web site, and available in main office, Parent meeting notices are posted at main entrance in a timely manner. HMS web site publishes information for students and parents. Technology workshops are available to parents to assist with creating email correspondence and navigating CPS Parent Portal. HMS provides monthly school calendars highlighting activities, programs, events and meetings of the month in both languages English and Spanish. Information for all meetings is also disseminated by posting information at Main Entrance doors, school?s Marquee, Website and by email accounts on file. Also, related material regarding information about the school, activities, programs and other opportunities to parents is send via correspondence with students. Every Thursday, during

meetings, information is also shared about activities and upcoming events by our School community Liaison.
Announcements are made in the parent's native language.
During emergency learning- Remote Learning or E-Learning- HMS will use different social media tools to communicate with parents thru a remote learning plan aligned to each grade level and needs of students.

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.)

Irene C. Hernandez Middle School for the Advancement of the Sciences will provide a model school where each child will pursue self-actualization through the development of social, emotional wellness and academic skills, with an emphasis on Science and Technology, in order to function as informed citizens of our community, our city and the world of Technology. The school continues to align all of our units to the Common Core Standards to promote academic achievement. The PLC Weekly meetings are develop around Assessment / Cognitive Demand. HMS has selected 3 priorities for the next 2 school years as our main purpose.

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.

HMS will hold a minimum of 2 official parent-teacher conferences (according to district policy) on the CPS Report Card pick-up dates. Parent-teacher conferences can also be arranged between parents and school staff throughout the school year through appointments as deemed necessary by parents or staff. Along with distribution of grades, teachers will also share and explain NWEA results and resources available to students.

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

Hernandez updates parents on student progress 4 times a quarter through progress report, report card, and 4 BAG reports that are created in house to inform parents of progress. The school also instructs teachers to monitor students' progress and reach out parents with celebrations and concerns. Parents are encouraged to sign up in Parents Portal to monitor their child progress. In case of Remote Learning- and / or E-Learning - reports will be disseminated via authorized social media channels.

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

HMS teachers are available to parents at any point in the school year to discuss student's progress. Teachers are available for scheduled appointment before and after school, and during their planning period. Teachers will also continue to make phone calls, send emails, send postcards, and make home visits to keep communication open with parents. In case of Remote Learning or E-Learning emergency situations, staff will be available to parents via authorized digital channels of communication-

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.

During parent meetings and visits, parents are encouraged to volunteer and participate during the school year. Currently, a parent cross walk patrol has been established. A Bilingual Parent Advocate has been hired to facilitate the recruitment and development of parent volunteers. Parents have been encouraged to shadow students during classroom time. HMS will continue to encourage parents to get involved and assist during recess supervision and one on one tutoring. Orientation workshops will be held for all grade levels during the school year including- HS application process; Retention Process; High School requirements; Summer Orientation for 6th - 7th and 8th grade. The school will host Literacy Night, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and academic support at school and at home.

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

HMS parents have access to CPS Parent Portal to monitor students' assignments, grades, and attendance. Office personal assists parents with access and account set-up for the parent portal. HMS automated phone calls notify parents when their child is absent from school. Teachers make phone calls home to discuss any issues regarding grades, attendance, and behavior throughout the school year. Teachers also send home HMS postcards through US mail with positive comments about their students. Each teacher send 5 postcards every 2 weeks. Attendance contract and behavior agreements will be signed by parents and staff.

- Monitor their children's attendance
- Monitor completion of homework
- volunteer for school activities
- provide a positive home environment and encourage students to learn
- Meet with staff regularly

Parents will use authorized digital channels of communication / programs to assist students with 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.

HMS parents are encouraged to be part of their children's education by keeping lines of communication open. Parents are involved in the intervention process and special needs evaluations and parent-teacher conferences. Parents are surveyed in the beginning of the school year, on report card pick up days, and at the end of the school year regarding their concerns and suggestions. HMS holds monthly parent committee meetings, to foster the communication within the HMS Community. HMS administration will continue to have an open door policy in order to listen to parent concerns and suggestions. LSC has been established in order to give parents representation in the school planning process. Parents will continue to participate in decision making by participating in parent surveys, parent / teacher conferences; school improvements and having formal and informal meetings.

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).

HMS students have access to the Student Portal where staff encourage them to log on to self-monitor their assignment grades, class averages, and attendance. Depending on the student's need, some students have Individual Instructional Plans for retained students and/or Behavior Plans in which teachers review progress and set goals together with students. All students conference with their homeroom teacher and sign their NWEA goal setting report twice a year.

- Students will share the responsibility for improvement :
- Complete all assignments and school work
- Arrive to school on time and be ready to learn
- Abide with P.R.I.D.E. to all school expectaions
- Study for NWEA / PARCC and other standardized tests

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.

Increase opportunities for parent engagement at Hernandez Middle School including learning opportunities, volunteer opportunities, and leadership opportunities. Some of these training topics will include assessment information, high school matriculation process, ACCESS and language acquisition, SEL initiatives.

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.	\$1800.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1881.00
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)	\$1200.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1846.00
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.	\$800.00
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