

Bret Harte Elementary School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|---------------------|------------------------------------|---------------------|------------|
| Charles Bright | Principal | cabright1@cps.edu | Has access |
| Meghan Fido | Assistant Principal | mmfido1@cps.edu | Has access |
| Katherine Dawkins | Computer Assisted Learning Teacher | kpdawkins@cps.edu | No Access |
| Megan Grib | Kindergarten Teacher | megrib@cps.edu | No Access |
| Megan Johnson | DL Teacher - Cluster Program | mjohnson202@cps.edu | No Access |
| Stefani Hicks | 8th Grade Teacher | sdhicks@cps.edu | No Access |
| Dawn Evans | Middle School Math Teacher | dmevans@cps.edu | No Access |
| Monique Goosby | 2nd Grade Teacher | megoosby@cps.edu | No Access |
| Lorraine Richardson | LSC Community Rep | l.rich@prodigy.net | No Access |

Team Meetings

| Date | Participants | Topic |
|------------|--------------|--|
| 01/29/2020 | ILT | Establish members and procedure for presenting to the staff. |
| 01/31/2020 | All Staff | Establish Areas of Critical Need |

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)
 - 3 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:** SECAs, teachers, administration, the BHT, and counselor take responsibility for collecting data on students in order to make significant decisions both academically and social-emotionally. Each SECA contributes to the larger school community through engaging students during recess, helping with medical compliance, student of the month, creating bulletin boards, and processing lunch applications. Rated strong on my voice, my school survey with an outcome of 67/100.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 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
 - 3 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** The ILT meets every other Monday for 90 minutes to analyze data, exchange ideas, and prepare for implementation by organizing materials for grade level. During this time we reflect on what is working and what needs to change. Equity of voice and small wins are practiced at every meeting. On My Voice, My School we were rated 71 out of 100 (strong) for instructional leadership.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 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
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Teachers' lesson plans include standards and are differentiated for their learners. Through learning walks, we have seen evidence of leveled questions, purpose statements, focus questions, close reads, thinking maps for connecting content, and word walls. Sadlier vocabulary books are utilized in grades 1-8 to build vocabulary and language goals. RIT band math and reading are used in grades 6-8 to differentiate for our learners. Students reach outside the classroom by visiting museums around the city, visiting high schools, taking a Chicago tour, and going to Washington D.C. The students are also participating in sex health utilizing the CPS curriculum.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 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
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 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:** We progress monitor using DIBELS/TRC, Front Row, MARS tasks, running records, exit slips, and weekly assessments. School wide vocabulary workshop is used first to eighth grade. Questioning/Accountable talk is used throughout the building. Charts are posted and a rubric had been created for K-8 for discourse. Small group instruction and LLI kit is used to target struggling students for interventions. Reading in Motion is being used in kindergarten and first grade for small group instruction. First grade received Extra Dosage instruction from one of their coaches. We utilize Front Row, Think Cera, Kahn Academy, Think through Math, and tutor mate for students to have access at home and/or additional resources at various times throughout the school day. English Instruction (46/100), Math instruction (75/100), and Discourse (72/100) had an overall composite score of green (strong) on My Voice, My School Survey.
- 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
 - 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

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 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
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** We have a school wide grading scale. We created heat maps to identify areas of weakness for all of our students in grades 2-8. Systems in place include: Guided reading, small group math centers, RIT band literacy and math (6-8). We have grade level meetings with the parents to go over the data reports created from NWEA, ACCESS, and DIBELS/TRC. In grades K-2 the parents receive an individualized activity sheet with suggestions for helping their child. TRC/DIBELS and Easy CBM is used for progress monitoring, as well as, IXL. On-track data is also shared and discussed during ILT and grade level. Students are given opportunities to retake classwork and assessments for improved grades in all subjects.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 3 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)
- 3 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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:** Our behavioral health team meets on a consistent basis, every other week for an hour. Notes are taken and members sign in. Attendance is monitored weekly and posted in our weekly bulletin. There are incentives in place for perfect attendance on an individual and classroom basis. Data sheets with student goals are created and shared with the students and parents. Class DOJO is used in classrooms K-5 to monitor behavior. Student logger is used school wide. RIT band math and reading allow for flexible movement based on growth/mastery. Moving

forward we need more support for empowering students to advance their learning.

- 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:** Students are exposed to a variety of careers and cultures through field trips and experiences brought into the school. We also host a career day where family members visit classrooms to share their profession with the students and take questions. Students and parents both are given access to portal and encouraged to check their grades often. Delta GEMS came to our school and conducted a college readiness workshop that included essay writing, interview practice, how to fill out applications, and financial aide assistance. There has been 2 high school fairs set up for our students (one at Harte and one at a local high school) yearly. The middle schoolers also took a trip to IMSA and the 8th graders will visit Howard University in Washington D.C. The middle school students also take a college and career class held by our counselor where they utilize Naviance to identify their skills and interests that would lead to a suitable career. 100% of our 8th graders have access and use Naviance and 97% of 6th-7th graders. Our middle school math teacher had just passed her test and classwork for an Algebra endorsement, which will be used to provide access to Algebra to our 8th graders. Two of our 8th graders are currently taking Geometry at Kenwood, daily.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Older students read to younger students. Junior achievement and field trips serve as opportunities to learn about the community. The teacher experience raffle helps build relationships between students and staff and provides them with more insight into each others interests. We celebrate cultures, genders, and causes by raising awareness through performance, art, and charity. ILT members facilitate grade level team meetings and teachers lead teach backs based on their content area and professional development they have received. According to My Voice, My School Survey: Teacher-Parent trust was very strong, Teacher-Principal trust was strong, Teacher-Teacher was strong, and Teacher-Student trust was weak.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics

- 3 Become informed voters and participants in the electoral process
- 4 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:** Teachers give individual surveys to the parents and students to determine student interest and learning style. Students goal set. The 8th grade class raise funds for their own trip to Washington DC. Elections are held for determining roles on student council. Middle school social studies teachers are involved in a pilot program with Facing History and Ourselves to engage our students in discussions about current and controversial issues and gives them opportunity to explore their identities and believes.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** We have 2 half time security officers that secure the building, help with transitions, and attend to duty during and after school. Policy posters are posted in the building and sent home to remind students of the expectations at all times. The student/parent handbook is inside of the agenda books received by students in grades 3-8. K-2 received a copy at the beginning of the school year. There is a flow chart of classroom vs office managed behaviors. Student logger is used to document unwanted behaviors. Students are given reflection sheets when they TAB out and points are given on DOJO to reinforce good behaviors. All adults take responsibility for student misbehavior. Restorative conversations are done by all staff members. This are was neutral on our My Voice, My School survey (49/100).
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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:** We have restorative circles, a PBIS store, redirect and reflect, CHAMPS training, class DOJO, Second step, developmental design training (6-8), and support from the youth advocacy program. According to Verify our suspension rates have dropped by more than half.
- 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)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** We have an established PAC that meets monthly. Blasts go out via email, text, and phone. The monthly Badger Broadcast goes home with the students sharing special events, students of the month, and accomplishments. Parents are invited for assemblies, special presentations, to volunteer in the classroom, and attend field trips. Refreshments are typically made available to the parents to welcome them into the building. Students also run our school book fair. BookedIn and DOJO are used to make appointments. Workshops have also been established for the parents to learn more about their child's present and future academics. Communication is established and maintained through phone and DOJO. Parents also coach after school sport programs. This area was rated the highest on My Voice, My School Survey with an overall score of very strong 88/100.

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 2 |
| 2 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 1 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | 3 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0 |

| Score | Framework dimension and category | Area of focus |
|-------|--|---------------|
| 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 | 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 | Lack of clarity surrounding MTSS |
| Root Cause 1 | We are not including MTSS as a key part of our grade-level and ILT cycles. |
| Area of Critical Need 2 | Schoolwide discipline is inconsistent |
| Root Cause 2 | We have not come together to create a clear discipline plan or vision. |
| Area of Critical Need 3 | Structures for progress monitoring not in place |
| Root Cause 3 | Team has not selected a common tool and provided training on use of tool |

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 |
|---|---|---|-----------------------|-----------------------|
| SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) | African American | | 61.50 | 65.00 |
| With less behavior interruptions in the classroom, instructional time will be maximized which will lead to an improvement in the number of students meeting/exceeding growth targets. Also, if we improve our progress monitoring and the identification of students needing additional Tier 2 or 3 support, growth targets will improve. | EL | | 40.00 | 50.00 |
| Vision: Attendance Rate | EL | | 94.30 | 94.70 |
| If we approve our discipline and MTSS policies school-wide, then we should reduce the number of absences due to students possibly feeling unsafe. Our EL and IEP students are likely targets when discipline fails in the building. | Students with IEPs | | 94.30 | 94.70 |
| SQRP: National School Growth Percentile - Math (Grades 3-8) | Male | | 52.00 | 57.00 |
| With less behavior interruptions in the classroom, instructional time will be maximized which will lead to an improvement in the growth percentile in math in grades 3-8. If we improve our progress monitoring and the identification of students needing additional Tier 2 or 3 support, math growth should also improve. | | | | |
| (Blank) | | | | |
| (Blank) | | | | |

Required metrics (Elementary) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|--|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| My Voice, My School 5 Essentials Survey Effective Leaders (Teacher Influence) Teachers have influence in a broad range of | | | | 58.00 | 63.00 |

| | | | | | |
|--|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
| decisions regarding school policies and practices. | | | | | |

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... | Develop consistent and comprehensive schoolwide practices, procedures, common language and routines to handle negative behaviors with a focus on restorative practices and support from MTSS data. |
| Then we see... | Clearly stated expectations that are school-wide and that support student learning and growth. Clearly communicated plan of action for recognizing triggers and cues for negative behaviors. Staff utilizing a menu of interventions that deescalate conflict and redirect students privately and respectfully. An increase in the number of teachers and students utilizing restorative practices. |
| which leads to... | A score of over 70% in the "Supportive Environment" score of the Five Essentials survey; a higher school-wide average rating of proficient/ distinguished in REACH Domain 2: components 2a, 2d; an increase in staff capacity to resolve conflict minimizing loss of instructional time and an increase in academic achievement; and an increase in the number of restorative interventions entered in our student logger. |
| Budget Description | Professional development time during the summer and throughout the school year. Budget lines for extra training hours for teachers to plan and observe discipline throughout the building. |
| Tags | Relational Trust, Physical and Emotional Safety, MTSS: Progress Monitoring, Safety & Security, SSCE: Student Voice CIWP |
| Action steps | <ul style="list-style-type: none"> (Not started) Enforce CPS Code of Conduct guidelines consistently. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Create a solid restorative practice team which includes the counselor and represents from each of our all stakeholders (primary, intermediate, upper, and diverse learners) |

| | |
|--|---|
| | <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Structured schoolwide behavior policy where the expectations are age appropriate and builds culture and climate in all learning environments including: areas of wellness, attendance, uniform, classroom, bathroom, lunchroom, and playground while using CHAMPS, Calm Classroom, Leader in Me, and Developmental Designs. <p>Tags:</p> |
|--|---|

Strategy 2

| | |
|--------------------|---|
| If we do... | Identify and target students early who are trending towards being off-track due to poor academics, behavior and attendance and provide them with preventative measures to strategically address, support and monitor their attaining on-track. Build teacher capacity in the area of MTSS, and fully implement a system of academic and social emotional supports for all students (MTSS) that includes universal academic and SEL instruction in the core curriculum (Tier 1), additional targeted academic and SEL supports when needed (Tier 2), and deep/intense supports based on individual and small group needs (Tier 3)... |
| Then we see... | Staff members using progress monitoring, restorative practices, and other data to provide the appropriate support to reduce failures, absenteeism, student misbehaviors. Staff members building knowledge about SEL competencies and Standards, increase awareness about SEL integration into core instruction, building collective teacher efficacy, analyzing relevant data and modeling strategies. |
| which leads to... | On-track at or above the district's goal of 70%. Students making measurable academic and/or social progress based on intervention data. Progress will be tracked by the percentage of teachers entering activities (academic and SEL) in MTSS system; intervention success rate; monitoring off track students in Dashboard every five weeks; and monitoring of SEL incidents in Aspen. Staff nurturing students' interpersonal and behavioral skills through a variety of strategies, teachers cultivating and developing social-emotional skills within themselves, enriched positive student-teacher relationships. |
| Budget Description | |
| Tags | Balanced Assessment and Grading, MTSS, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Fair Policies and Systems, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring |
| Action steps | <ul style="list-style-type: none"> (Not started) Create a diverse MTSS team that includes clinicians, diverse learner staff, general education staff, and members of our attendance team that meets bi-weekly. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Analyze attendance data from attendance team, behavior data |

| | |
|--|--|
| | <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Train staff on usage of Student Logger for behavior referrals <p>Tags:</p> <ul style="list-style-type: none"> (Not started) MTSS team convenes to redefine tier 2-3 diagnostic process, and works to develop a clear menu of intervention types and progress monitoring tools. Develop a system for managing referrals to implement a range of interventions for students who need targeted and/or intensive SEL support (Tier 2 and 3) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop training for teachers on how to effectively utilize progress monitoring. <p>Tags:</p> |
|--|--|

Strategy 3

| | |
|--------------------|---|
| If we do... | Establish cycles of learning with planning time to build teacher capacity to incorporate authentic formative and summative assessments in all content areas aligned to learning targets, DOK, and vertical progression. Develop schoolwide grading policies that are transparent and emphasize rigor. |
| Then we see... | Teachers using formative and summative assessment to monitor and respond to student learning and group students for reteaching and enrichment. |
| which leads to... | Increased on-track rates, students reading at or above level as measured by TRC, and increased percentage of growth in both math and reading as measured by NWEA. |
| Budget Description | |
| Tags | Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning |
| Action steps | <ul style="list-style-type: none"> (Not started) Establish a school-wide cycle of 3-5 week unit assessments (summative) with common criteria based off our common core standards. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Utilize and document formative assessments to track achievement, determine next steps and establish small group/individualized instruction. |

| | |
|--|---|
| | <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create a schedule for reviewing/sharing assessments in Professional Learning Communities (grade level or subject based) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create cross-over meeting times for grade bands once a quarter to further discuss alignment. <p>Tags:</p> |
|--|---|

Action Plan

Strategy 1

Enforce CPS Code of Conduct guidelines consistently.

Sep 08, 2020 to Jun 18, 2021 - Admin and MTSS Team

Create a solid restorative practice team which includes the counselor and represents from each of our all stakeholders (primary, intermediate, upper, and diverse learners)

Sep 01, 2020 to Sep 30, 2020 - All members

Structured schoolwide behavior policy where the expectations are age appropriate and builds culture and climate in all learning environments including: areas of wellness, attendance, uniform, classroom, bathroom, lunchroom, and playground while using CHAMPS, Calm Classroom, Leader in Me, and Developmental Designs.

Sep 01, 2020 to Jun 18, 2021 - All members

Strategy 2

Create a diverse MTSS team that includes clinicians, diverse learner staff, general education staff, and members of our attendance team that meets bi-weekly.

Jul 07, 2020 to Oct 01, 2020 - Admin and MTSS team

Analyze attendance data from attendance team, behavior data

-

Train staff on usage of Student Logger for behavior referrals

-

MTSS team convenes to redefine tier 2-3 diagnostic process, and works to develop a clear menu of intervention types and progress monitoring tools. Develop a system for managing referrals to implement a range of interventions for students who need targeted and/or intensive SEL support (Tier 2 and 3)

Oct 01, 2020 to Dec 01, 2020 - MTSS, Admin, Pyschologists, Counselor

Develop training for teachers on how to effectively utilize progress monitoring.

-

Strategy 3

Establish a school-wide cycle of 3-5 week unit assessments (summative) with common criteria based off our common core standards.

Jul 01, 2020 to Sep 08, 2020 - All members

Utilize and document formative assessments to track achievement, determine next steps and establish small group/individualized instruction.

Sep 01, 2020 to Jun 18, 2021 - All members

Create a schedule for reviewing/sharing assessments in Professional Learning Communities (grade level or subject based)

Jul 01, 2020 to Aug 28, 2020 - Admin

Create cross-over meeting times for grade bands once a quarter to further discuss alignment.

Jul 01, 2020 to Aug 28, 2020 - ILT

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 have created a data calendar which allows adequate time for assessment and review of assessment data. Our grade-level teams and Instructional Leadership Team review data to determine if we are addressing our academic and social-emotional needs.

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

We currently utilize Envision Math, Reading Street, Fountas and Pinnell, Amplify Reading, and other materials and strategies suggested by Network 9 and our teachers that are backed by scientific research. Our reform strategies are based on the belief that they will provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

We currently utilize Envision Math, Reading Street, Fountas and Pinnell, Amplify Reading, and other materials and strategies suggested by Network 9 and our teachers that are backed by scientific research. Our reform strategies are based on the belief that they help meet the needs of historical underserved populations.

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).

Our teachers provide one-on-one and small group support. University of Chicago students provide small group support several days a week. Our counselor provides tier 2 and tier 3 supports for students in need. We offer a career day and our counselor teaches college and career readiness weekly to our 6th-8th grade students. Afterschool programming targets students working below grade-level in grades 2-8. Pi Phi provides one-on-one after school tutoring to our 3rd-6th grade students during the second semester.

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

Every teacher at Harte is listed as "highly qualified." In the event that a non-qualified is placed in a classroom, the parents will receive a notice stating the qualification and timeline of hiring new staff. We utilize a team interviewing approach consisting of teachers, administrators, students, and community members.

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.

Our professional development is high-quality and relevant to teacher and student needs. All staff have a voice in the choice of topics for our professional development.

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

We have Open House, Family Literacy Night, Family Math and Science Night, International Night, and Coffee with Administration to increase parental involvement.

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 3 preschool classrooms led by superior teachers. The teachers meet weekly and our supported by the administration and Network 9 personnel. Our teachers utilize Teaching Strategies Gold to monitor each child's growth. During the summer, we offer all pre-k students heading into a kindergarten a "Bridge to Kindergarten" program that is free and led by one of our teachers.

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.

Our teachers create and analyze academic assessments during their common planning time. Teachers discuss academic assessments and individual students at grade-level, instructional, and all-staff meetings.

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.

Our teachers provide one-on-one and small group support. University of Chicago students provide small group support several days a week. Our counselor provides tier 2 and tier 3 supports for students in need. We offer a career day and our counselor teaches college and career readiness weekly to our 6th-8th grade students. Afterschool programming targets students working below grade-level in grades 2-8. Pi Phi provides one-on-one after school tutoring to our 3rd-6th grade students during the second semester.

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 utilize programs supported under No Child Left Behind.

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.

The Parent Advisory Council (PAC) meetings will be held on a scheduled basis (monthly) to create and review the parental involvement plan and policy. Parents will be recruited to participate.

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

The agenda for the meetings will be posted for the school-wide community to view. In addition, this information will be made available on the school website and the automated telephone service will call the parents of the school invite parents to the meeting. We will hold the Annual Title 1 meeting in September.

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.

The suggestions from the meeting will be taken into full consideration. At each meeting, a vote will be taken to determine the proper allocation for each suggestion.

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.

During Back to School Night, the principal will inform the school wide community of the academic status of the school and the progress of the students.

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.

Every teacher at Harte is listed as "highly qualified." In the event that a non-qualified is placed in a classroom, the parents will receive a notice stating the qualification and timeline of hiring new staff.

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 school will host grade level parent workshops on how to understand the academic standards and students achievement standards. We will also provide trainings on how to use our online aide, Front Row, and how to use Parent Portal to check on student progress.

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.

Laptops will be set up to train parents on how to use parent portal and the applications their students can access at home for additional practice.

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.

The staff will receive a training of how to communicate effectively to parents. This training will support and continually improve effective communication between teachers and parents.

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

We will offer workshops for parents within the early childhood program in order to support early literacy and to provide parents with strategies to reinforce the curriculum at home

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 parent program notices will be written in English and Spanish to accommodate the population served. During school conferences, a Spanish translator will be present to translate

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.)

It is our mission to prepare every child for college and career readiness. We are committed to meeting the needs of all students through enrichment and intervention supports. We will provide students with a safe and supportive environment.

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.

The parent teacher conferences will be held twice a year during the first and third quarter marking periods. Each parent can schedule a a conference online to discuss student grading, growth, and next steps.

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

Progress reports will be distributed to the students every 5th week of each quarter. the reports will provide grades for each content area and information that relates to the child's behavior attendance.

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

Teachers will schedule parent meetings during their preparation periods. In addition, every staff members' email is posted on the school website.

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 are always welcome to participate in their child's education. Parent will have the opportunity to serve as a chaperone for classroom field trips and observe classroom activities.

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

The parents at Harte will be expected to support their child's learning by ensuring the students are in attendance daily, arriving on time , and prepared for school with the necessary supplies. Parents can assist by monitoring grades using parent portal.

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

The parents can participate in Local School Council Meetings and PAC Meetings are held monthly to discuss the concerns and implement new programs for the schools.

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 students will share in the responsibility to improve their academic achievement. Quarterly awards and incentives will be provided for principal's list, honor roll, perfect attendance, growth targets met on NWEA.

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 provide families with a tour that highlights summer learning opportunities. We will also hold monthly PAC meetings and Coffee with the Principal to plan events such as our Family Math, Family Literacy, and International Night.

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

Account(s)

Description

Allocation

| | | |
|-------------------------|---|----------|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$0.00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$0.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$867.00 |

| | | |
|--------------|--|----------|
| 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. | \$700.00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$0.00 |
| 53510 | Postage Must be used for parent and family engagement programs only. | \$0.00 |
| 53306 | Software Must be educational and for parent use only. | \$0.00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | \$0.00 |