

# Thomas A Hendricks Elementary Community Academy 2020-2022 plan summary

## Team

Name	Role	Email	Access
Paul Mulchrone	Middle School Social Science Teacher/Chairperson	ppmulchrone@cps.edu	Has access
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Lorraine Lyons	Parent - PAC President		No Access
Latisha Fantozzi	Parent -LSC Chairperson	tishlive5club@gmail.com	Has access
Cary Bianchetta	LBS1 Cluster Teacher	crbianchetta@cps.edu	Has access
Debra Aldridge	LSC Member - Community	aldrigedebra44@yahoo.com	No Access
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Sandee McDonald	Principal	slmcdonald1@cps.edu	Has access

## Team Meetings

Date	Participants	Topic
01/31/2020	CIWP Team	Establish Team/Meeting Dates/ Assess Critical Needs
02/19/2020	CIWP Team	Critical Needs, Framework, Goals, Priorities
05/04/2020	CIWP Team	Action Steps for Theory of Action

## 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)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 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
  - 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

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

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 3 - Instruction
  - 4 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
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 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:**
- 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
  - 4 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
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 4 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
- 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:**
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 4 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)
- 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS team meets twice monthly. There is process and protocol in place for identifying students that require Tier 2 & Tier 3 support. The school team has defined a clear method for identifying and grouping students and has outlined criteria for each tiers 1, 2 & 3. Administration offers resources and support. Targeted support is provided by teachers and RSP staff.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 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)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 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)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 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:**

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
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	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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	Literacy growth among our students with IEPs
Root Cause 1	Lack of collaboration between gen ed and LBS/ gen knowledge of IEPs
Area of Critical Need 1	Math growth among our students with IEPs
Root Cause 2	Lack of collaboration between gen ed and LBS/ gen knowledge of IEPs
Area of Critical Need 3	Attainment among our students with IEPs
Root Cause 3	Lack of collaboration between gen ed and LBS/ gen knowledge of IEPs

## 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: National School Growth Percentile - Reading (Grades 3-8)  I chose this metric because our goal is to maintain our current trends in Reading and Math.	African American		99.00	99.00
	Students with IEPs		99.00	99.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  I chose this metric because our goal is to maintain our current trends in Reading and Math.	African American		95.00	95.00
	Students with IEPs		99.00	99.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	African American		72.00	72.00
	Students with IEPs		72.00	72.00



Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
I chose this metric because our goal is increase the percentage of our students meeting or exceeding national growth norms.				
(Blank)				
(Blank)				

### Required metrics (Elementary) (0% complete)

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

### Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

## Strategies

### Strategy 1

If we do...	address the levels of individual students needing strategic and intensive support while providing interventions
Then we see...	targeted instruction supporting the social emotional needs and instructional levels of students which includes strengths and challenges
which leads to...	increased academic growth and attainment as well as a decrease in referrals for special education and misconducts

Budget Description	
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> <li>• (Completed) Identify students that need intensive support and tier all students at the beginning of the 20-21 school year.  Tags:MTSS, MTSS: Progress Monitoring</li> <li>• (Completed) Provide social and emotional learning using Second Step, Calm Classroom and Responsive Classroom  Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Completed) Behavioral Health Team will meet bi weekly to monitor progress of students identified, if students are reaching their goals and referrals sent by staff.  Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</li> <li>• (On-Track) Schedule meeting with parents to collaborate on goals and strategies to support student's success  Tags:MTSS: Family and Community Engagement</li> <li>• (Completed) Use CHAMPS and PBIS to support classroom management and decrease misconducts. Track the number of incidents and establish solutions  Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</li> <li>• (Completed) Provide small group instruction in reading and math to address student levels and needs  Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Postponed) Survey students interest and establish goals in subject areas at the beginning of the year and use to inform classroom libraries, projects and inquiry learning  Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused</li> <li>• (Not started) Have students establish goals for each quarter based on their performance on report card. Hold teacher/student conferences.  Tags:Personalized Learning: Learner Agency</li> </ul>

## Strategy 2

If we do...	implement small group instruction, effective formative assessments, and scaffold instruction
Then we see...	meeting of students' instructional levels, greater student engagement, movement toward Tier 1 placement from Tier 2 and 3 students
which leads to...	improvement in higher on-track data, greater agency, and student ownership of their learning
Budget Description	
Tags	MTSS: Curriculum & Instruction, Personalized Learning: Learner Agency
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Tiering all students in Math and Reading at the beginning of the school year  Tags:Assessment: Improving Assessment Literacy, MTSS: Curriculum &amp; Instruction</li> <li>• (On-Track) Assess students for beginning, middle, and end of the year in Reading and Math.  Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</li> <li>• (On-Track) Students will be arranged into small groups for daily guided reading, balanced literacy instruction, and small group math instruction.  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</li> <li>• (Not started) Continuous use of formative assessments to inform instruction that will meet students' needs.  Tags:Assessment: Balanced Assessment and Grading, Math: Formative Assessment</li> <li>• (Not started) Scaffold instruction to provide optimal learning model for students.  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction</li> <li>• (Not started) Culminating student projects will be completed by students in all core subject areas at the end of each quarter.</li> </ul>

	<p>Tags:SSCE: Informed Action: Project-based learning or Service Learning</p> <ul style="list-style-type: none"> <li>• (Not started) Use of student generated essential questions to guide student learning and increase student engagement in social science</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Common core standards, Next generation Science Standards, and Social Science standards to be utilized for balanced literacy, math talks and guided practice</li> </ul> <p>Tags:Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) In Science, students will realize real world problems, solve problems, investigate phenomena, and design prototypes</li> </ul> <p>Tags:Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse</p> <ul style="list-style-type: none"> <li>• (Not started) All grades utilize reading response notebooks for share their thinking and understanding of literature.</li> </ul> <p>Tags:Literacy: Key Practice #3-Frequent Process-based Writing</p> <ul style="list-style-type: none"> <li>• (Not started) All grades to utilize math notebooks to capture thinking, examples, vocabulary and understanding from lessons.</li> </ul> <p>Tags:Math: Formative Assessment</p> <ul style="list-style-type: none"> <li>• (Not started) Incorporate writing across curricula and for a multitude of purposes to produce effective writers and support the reading and writing connection</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	establish a student led student council
Then we see...	improvement or increase in student voice and action
which leads to...	increase in student involvement, autonomy, and agency which will improve the climate and culture of the school.
Budget Description	
Tags	FACE2: Community Partnerships, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Community Based Learning

Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Meet weekly with Student Council to implement student led civic engagement opportunities and school climate and culture improvement projects  Tags: Student Voice, Engagement, and Civic Life, Family &amp; Community Engagement, MTSS: Shared Leadership</li> <li>• (On-Track) Communicate with student body to address student needs and concerns.  Tags: Student Voice, Engagement, and Civic Life, Family &amp; Community Engagement, MTSS: Shared Leadership</li> <li>• (On-Track) Organize a team with students/staff to promote great heart health and create a school-wide culminating activity.  Tags: Student Voice, Engagement, and Civic Life, Family &amp; Community Engagement, MTSS: Shared Leadership</li> <li>• (Behind) Incorporate school-wide recycling program that includes preschool through 8th grade.  Tags: Student Voice, Engagement, and Civic Life, Family &amp; Community Engagement, MTSS: Shared Leadership</li> <li>• (On-Track) Address civic engagement through student field trips, community outreach, and school assemblies.  Tags: Student Voice, Engagement, and Civic Life, SSCE: Informed Action: Project-based learning or Service Learning</li> </ul>
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## Action Plan

### Strategy 1

Completed Nov 06, 2020

Identify students that need intensive support and tier all students at the beginning of the 20-21 school year.

Sep 01, 2020 to Oct 31, 2020 - Classroom teachers and administrators

Completed Nov 06, 2020

Provide social and emotional learning using Second Step, Calm Classroom and Responsive Classroom

Sep 01, 2020 to Jun 18, 2021 - Classroom Teachers, counselor

Completed Nov 06, 2020

Behavioral Health Team will meet bi weekly to monitor progress of students identified, if students are reaching their goals and referrals sent by staff.

Sep 01, 2020 to Jun 21, 2021 - BHT, Classroom Teachers and principal

On-Track Nov 06, 2020

Schedule meeting with parents to collaborate on goals and strategies to support student's success

Sep 01, 2020 to Jun 18, 2021 - Classroom Teacher, BHT, counselor, YIS, principal

Completed Nov 06, 2020

Use CHAMPS and PBIS to support classroom management and decrease misconducts. Track the number of incidents and establish solutions

Sep 01, 2020 to Jun 18, 2021 - Classroom teachers, YIS, counselor and principal

Completed Nov 06, 2020

Provide small group instruction in reading and math to address student levels and needs

Sep 01, 2020 to Jun 18, 2021 - Classroom Teachers

Postponed Nov 06, 2020

Survey students interest and establish goals in subject areas at the beginning of the year and use to inform classroom libraries, projects and inquiry learning

Sep 01, 2020 to Oct 01, 2020 - Classroom Teacher

Not started Nov 06, 2020

Have students establish goals for each quarter based on their performance on report card. Hold teacher/student conferences.

Nov 16, 2020 to Apr 30, 2021 - Classroom Teacher

## **Strategy 2**

On-Track Nov 06, 2020

Tiering all students in Math and Reading at the beginning of the school year

Sep 01, 2020 to Nov 06, 2020 - Classroom teachers and MTSS team

On-Track Nov 06, 2020

Assess students for beginning, middle, and end of the year in Reading and Math.

Sep 01, 2020 to Jun 25, 2021 - Classroom teachers and MTSS team

On-Track Nov 06, 2020

Students will be arranged into small groups for daily guided reading, balanced literacy instruction, and small group math instruction.

Sep 01, 2020 to Jun 25, 2021 - Classroom Teachers

Continuous use of formative assessments to inform instruction that will meet students' needs.

Sep 01, 2020 to Jun 25, 2021 - Classroom Teachers

Scaffold instruction to provide optimal learning model for students.

Sep 01, 2020 to Jun 25, 2021 - Classroom Teachers

Culminating student projects will be completed by students in all core subject areas at the end of each quarter.

Sep 01, 2020 to Jun 25, 2021 - Classroom teachers and students

Use of student generated essential questions to guide student learning and increase student engagement in social science

Sep 01, 2020 to Jun 25, 2021 - Classroom teachers and students

Common core standards, Next generation Science Standards, and Social Science standards to be utilized for balanced literacy, math talks and guided practice

Sep 01, 2020 to Jun 25, 2021 - Classroom teachers

In Science, students will realize real world problems, solve problems, investigate phenomena, and design prototypes

Sep 01, 2020 to Jun 25, 2021 - Classroom teachers, students

All grades utilize reading response notebooks for share their thinking and understanding of literature.

Sep 01, 2020 to Jun 25, 2021 - Classroom teachers, resource teachers, and students

All grades to utilize math notebooks to capture thinking, examples, vocabulary and understanding from lessons.

Sep 01, 2020 to Jun 25, 2021 - classroom teachers, resource teachers, students

Incorporate writing across curricula and for a multitude of purposes to produce effective writers and support the reading and writing connection

Sep 01, 2020 to Jun 25, 2021 - classroom teachers

### **Strategy 3**

On-Track Nov 06, 2020

Meet weekly with Student Council to implement student led civic engagement opportunities and school climate and culture improvement projects

Sep 08, 2020 to Jun 25, 2021 - Student council, teachers

On-Track Nov 06, 2020

Communicate with student body to address student needs and concerns.

Sep 08, 2020 to Jun 25, 2021 - students

On-Track Nov 06, 2020

Organize a team with students/staff to promote great heart health and create a school-wide culminating activity.

Sep 08, 2020 to Jun 25, 2021 - students (pk-8), teachers

Behind Nov 06, 2020

Incorporate school-wide recycling program that includes preschool through 8th grade.

Sep 08, 2020 to Jun 25, 2021 - students, teachers, principal, custodial staff

On-Track Nov 06, 2020

Address civic engagement through student field trips, community outreach, and school assemblies.

Sep 08, 2020 to Jun 25, 2021 - students, teachers

## **Fund Compliance**

### **ESSA Program**

[X]

ESSA Schoolwide Program



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

[ ]

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

## ESSA Schoolwide Program

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

Students will be assessed at the beginning of the year and teachers will create a data action plan for the year to address their deficiencies and develop their strengths. The NWEA Assessments in MAP GROWTH for Reading and Math along with the TRC in grades K-2 will be given at the: BOY-MOY-EOY to gauge students' progress with state standards. We will progress monitor every bi weekly and monthly to ensure what we are doing is working and our students are growing.

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

Our strategy is small group instruction where targeted instruction to meet our students' needs using high quality resources. Our after school program will target students to provide tutoring and homework help. The intervention block built into the master schedule is another strategy will provide additional time to develop while reinforcing math and reading skills.

**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.**

Comprehensive Literacy Instruction, writing workshop which includes explicit instruction, think alouds, directed reading thinking activity, modeling and scaffolding will be used to meet the needs of our students. Math instruction that includes: modeling, reasoning, perseverance, and constructing arguments through math talks, using tools and problem solving.

**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).**

A focus on social emotional standards with support an outside agency to assist with counseling during the school day. Programs to support leadership, financial literacy, civic engagement will be provided. Students will learn about colleges and careers that they may be interested in and take virtual trips to different campuses. We will partner with an agency to support mentoring and utilize our Youth Intervention Specialist in supporting our students.

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

Our staff, school rating, web site and clean building attracts high quality staff. Partnering with National Louis University and others to obtain student teachers and build on highly talented teachers.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

Professional development is the cornerstone of developing a strong staff will be offered and expected to all stakeholders. I will utilize the district, network, and consultants to provide professional development. I will coach my teachers and continue to provide professional development.

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

To increase parent involvement, we will hold curriculum, literacy and math night. Parents will assist with their children with the science and history fair. Each classroom will request a room parent to support projects and activities in the classroom.

**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.**

Provide a Step Up to Kindergarten program before school starts in the fall to support the transition. At the end of pre school, students will receive a care package of books, activities and other resources to use over the summer.

**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 will critique and evaluate current assessments to inform decisions on its strength in measuring and providing data for next year. ILT, PPC and staff will review and vote on assessments for the new school year.

**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.**

The intervention block will provide additional time in the school day. Interventionist will be hired to support student growth through push in and pull out services in reading and math.

**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.**

Fruit and Vegetable program will be offered to the students. Services to support adults will be shared with parents through the social worker, counselor, school psychologist and Family Community Engagement. Parent board will showcase programs to support families with GED, housing or employment opportunities.

# ESSA Targeted Assistance Program

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## 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.**

Hendricks Community Academy continues to create a community of learners, by providing a challenging and rigorous core curriculum that promotes critical thinking, integrating technology, and fine arts. This will be accomplished through a strong partnership between staff, students, parents and community in an environment where students are safe, respectful and responsible for their actions. Parents will have many opportunities to become partners in their child's education. Parents will be able to attend PAC and LSC meetings. There will be Open Houses, report card pick-up, parent meetings and student programs quarterly.

**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 Annual Title I meeting will be held on Tuesday, September 15, 2020. The Organizational meeting will be held on Tuesday, October 13, 2020. The entire Title I program will be explained in detail and made available to the parents and the community. PAC meetings will be held monthly at alternative times to accommodate parents who may be working or in school. Each Thursday, students will bring home Thursday folders filled with information on school updates and many parent activities along with notification of the PAC and LSC meetings. The PAC and LSC meetings will be posted outside on the marquee, bulletin board, calendar inside of the school, flyers posted on the doors as well as on our school website. There are continuing efforts to keep parents informed and updated on ways to get involved.

**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.**

Hendricks Community Academy will make it a priority to involve parents in Parent Advisory Council meetings as an opportunity to formulate suggestions and participate in the decisions involving their children. Parents will also have opportunities to engage in informative conversations and receive valuable information through training/consultants all of which is geared towards enabling parents in the educational process of their children.

**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 Report Card Pick-Up in November, each parent will receive their child's performance on the State Assessment in language arts, math and science where applicable.

**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.**

Parents receive the "Right to Ask" form from the Office of Talent Assessment and Compliance in September. The parents who would like to get a letter stating the qualifications for their child's teacher will receive it in January.

**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.**

In September 2020, there will be a meeting informing parents and guardians about the curriculum, the academic assessment tools and how to interpret the information. Notices will be sent to parents allowing them ample time to rearrange their schedules. If needed, there will be another meeting to accommodate parents with conflicting schedules.

**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.**

Every month, at the Parent Advisory Council meeting, a focus on academics, literacy, math, science and technology will be presented to parents. Parents will receive monthly information from teachers on how they can assist their children with their work in literacy, math, science and social studies. Computer training is also made available to parents 3 days a week to aid in their growth with technology.

**Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.**

Monthly newsletters will be distributed to every parent and guardian. In October 2020, parents will receive the 2020-2021 Hendricks Community Academy Handbook. Each teacher will communicate with parents through a monthly newsletter to keep parents informed and to provide updates. The newsletter will be posted on the school's website as an easy access for parents who have an internet connection. Teachers are available for conferences during their daily breaks.

**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.**

Education and support groups/programs for parents and guardians is paramount for the parents of Hendricks Community Academy. Head Start parents will have monthly meetings beginning September 2020 to further encourage and support all parents.

**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.**

Hendricks Community Academy will ensure that we have letters available for parents and guardians in their native language if and when needed.

### 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.)**

Hendricks Community Academy strives to create a community of learners as we provide a challenging and rigorous curriculum that promotes critical thinking, integrate technology, and the fine arts. Maintaining

strong partnerships between staff, students, parents and community in an environment where students are safe, respectful and responsible for their actions is how we achieve this mission.

**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.**

Open House will be held on September 23, 2020. There will be various grade level meetings on dates and times to be determined. Parent-Teacher Conference will be held in November 2020 and April 2021. Other parent opportunities will be available during the year through curriculum, math and literacy night.

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

The quarterly report cards and mid quarter progress reports will be sent home at designated times. The school will also keep up to date grade books so that the parents can access them online. Parents are welcome to speak with teachers and administration whenever necessary. Teachers and administration will call parents with any concerns, questions or positive messages.

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

Parents are allowed to meet with teachers 20 minutes prior to the start of each school day, after an appointment has been made. They are welcome to make an appointment with the teacher during the teacher's daily break or after school. Parents can communicate with teachers through email.

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

Parents are allowed and encouraged to volunteer at Hendricks Community Academy. We welcome parents on field trips and other special events. All parents who want to volunteer, must complete the CPS volunteer application.

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

Parents will ensure that their child(ren) have completed their homework and make a point of reading with their child for at least 30 minutes each evening. Parents are always encouraged to be actively engaged in their education. Parents will ensure their child attends school daily with a minimum of 95% attendance rate. We encourage all parents to check parent portal(ASPEN) and communicate with teachers regularly during the school year.

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

Parents of children who require any type of intervention will be notified that their child is working with their teacher for extra assistance.

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

Students at Hendricks will complete all tasks given to them by their teachers. The students must be able to practice all work multiple times prior to getting a grade on their grade book. Along with PBIS, students will have the opportunity to create a positive learning environment at Hendricks.

## 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.**

This year goals will include providing workshops on: supporting parents with tools at home for students with autism, computer skills to support your children at home, and strategies for literacy and math.

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

### Account(s)

### Description

### Allocation

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$300.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$300.00
<b>54125</b>	<b>Consultants</b> 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)	\$500.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$445.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00

54565	<p><b>Reimbursements</b>  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.</p>	\$0.00
53510	<p><b>Postage</b>  Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p><b>Software</b>  Must be educational and for parent use only.</p>	\$0.00
55005	<p><b>Furniture and Equipment</b>  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.</p>	\$0.00