



John Charles Haines Elementary School / Plan summary

2020-2022 plan summary

Team

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Special education teacher

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Has access

Self-assessment

Catherine Moy (Jan 21, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

I have reached out to community members who the school works with, but no one is interested in becoming a member of the CIWP team.

Yes	The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
Yes	The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.
Yes	The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.
Somewhat	The CIWP team includes parents, community members and LSC members.
Yes	All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of Inclusive Partnerships and as appropriate for each stakeholder's role. (Resource: CPS Spectrum of Inclusive Partnerships)

Team meetings

Date	Participants	Topic
01/08/2020	ILT Members	Rollout of CIWP
01/22/2020	ILT/CIWP Members	CIWP - review and rate SEF
01/28/2020	Haines Staff, MTSS Team, and CIWP Team Members	review and rate SEF
01/29/2020	Haines Staff and CIWP Team Members	review and rate SEF
01/31/2020	Haines Staff and CIWP Team Members	review data from SEF surveys and scores
02/12/2020	ILT/CIWP Meeting	review how to do theories of actions
02/26/2020	ILT/CIWP Meeting	break into groups and review data for action steps and strategies
03/03/2020	Grade level Meetings- Haines Staff	work on Theories of Action
03/04/2020	Grade level Meetings- Haines Staff	work on Theories of Action

03/17/2020	Grade level Meetings- Haines Staff	Review Theories of Action
03/18/2020	Grade level Meetings- Haines Staff	Review Theories of Action
03/30/2020	ILT Meeting	Finalize Theories of Action
04/20/2020	ILT Meeting	
04/27/2020	ILT Meeting	

School Excellence 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.
- NA Practice is not applicable.
- ⊘ Not scored

Leadership and Structure for Continuous Improvement Expand all

4

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
- 3 Employ the skills to effectively manage change
- 4 Make 'safe practice' an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders

Evidence

Haines vision and mission posted in halls, classroom, parent/student handbooks and on the website. ILT is diverse in representing various grades/content. Running grade level meeting agendas and minutes with norms. Shared agreements were officially started during a mid-year rally. Morning announcements Various data from NWEA, DIBELS, TRC, and on/off-track data are monitored often. PD is aligned to the goals outlined in the CIWP. Roles are given, a safe environment to bring up concerns. Responsive Classroom, various assemblies that focus on SEL.

4

Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school

- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

Evidence

School consistently uses data to inform instruction during Grade Level Meetings Goal Setting MOY - EOY data We discuss BAG reports and On-track reports during grade-level meetings to decide goal setting and strategies for students. POP is designed to address differences in the achievement gaps of different student populations ILT looks for improvement in areas of concern Peer observations Use a variety of protocols to disaggregate data. Varied recruitment methods, multi-stage interview process, various stakeholders involved in the interviewing process. Some staff hired after student teaching at Haines. Additional teachers to alleviate overcrowding Aides provided in the primary classrooms A team interviewed me from all different backgrounds Admin offers PD's for teachers to attend throughout the year. Student work is posted all around the building. Teacher displays, investment in upkeep and beautification, inspirational messages, cleanliness. Overall visually appealing school. Office/Lobby/bulletin boards appropriate and thematic Student art displayed, projects in the hall, students' work and accomplishments displayed on the News Nook screen. Mrs. Jones welcoming students and staff every morning Positive messages on the whiteboard by the office Quote of the week, writing board, staff bulletin board, Haines TV outside of lunchroom, LED welcome/news marquee, etc. are always updated.

Depth and Breadth of Student Learning and Quality Teaching Expand all

3

Curriculum

- 3 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
- 3 Curriculum connects to real world, authentic application of learning
- 4 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

Assemblies, family nights, Use of PBL, some SEL activities used in middle school Goals/objectives posted and referred to Use of Curriculum maps Differentiation strategies encouraged and used in many cases Using CALM app and morning meeting for social/emotional needs. Many teachers are involved in the science program, I know that some teachers also have a partnership with the Lyric Opera. Students are given opportunities to choose contents to develop and practice their skills. Culturally relevant content is not imposed on students but encouraged to self-select when appropriate. Skills are mapped to increase in breadth and depth through grade I Don't have materials in the native language; curriculum, materials, etc in Chinese Gives us an opportunity to change curriculums or programs that are provided There is extra funds for us to buy extra materials or resources in our classroom Durning grade-level meetings, teachers are sharing ideas that will better our students educationally Classes go on field trips to get that hands-on experience Teachers got a set of leveled readers that supports the curriculum CNY, Black history month, PBL, Common Core-scope and sequence, field trip, responsive classroom, tech. online websites Balance literacy (literacy block) - language arts (spelling/ grammar), explicit teaching of reading strategies/skills, writing; balance selections of expository and fictional texts; we need an evidence-based program to explicitly teaching social-emotional skills; we need professional development on designing project-based learning opportunities Social Contracts, Morning Meetings/Greetings, Scope and Sequences, Grade Level Meetings, Black History/Chinese New Year Activities, PBL activities, data walls, posted learning objectives, field trips, etc Planning activities associate with a curriculum based on students' real-life experiences all the time, for students to explore cultural activities. Informational text skills that build on scientific and historical text with differentiated exile/reading levels that connect to student's real-world experiences, use additional Online technology tools - Phenomenon based science - Novels chosen to touch on Chinese and African American culture - use of articles - Daily meditation - SEL programs/assemblies provided by the counselor ELA novel studies cover a wide variety of SEL, cultural and complex text. Math use tasks that are real world. Differentiated Instruction to meet the needs of our diverse learners Objectives provided or generated with the students together; Morning meetings for Social-Emotional Learning; Math Project Based Learning - (grocery shopping/decimal operations/tax/profit calculation...) Cultural celebrations (Chinese New Year, Black History Month), visits to high schools and a university, student council , Lyric Opera partnership, PBL C-SPAN film project, Camping trip to build teamwork and leadership skills, Curriculum from Facing History used to explore issues of race and democracy Grade level discussions and sharing of the curriculum

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
- 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

- 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

LEAP teachers focusing on differentiation. Teachers do pre-and post-testing. Students doing reflections. Progress monitoring on a daily basis for learning objectives/goals limited opportunities for retest flexible seating and grouping Student-created rubrics; Provide feedback during pair discussion, on exit slips, homework, test, etc.; Use evidence to support, claim, reasoning, and evidence for reading, math, and science Differentiate in small groups based on exit slip results Use technology and leveled groups based on students' RIT bands Objectives for learning are present, students goal setting, feedback is provided on all work, opportunity to retake an assessment is an option for all, questioning skills development is a part of our focus question for the Problem of Practice, text-dependent questions are being used in reading Teachers modify and differentiate their lessons to meet the needs of all students. Finding resources to support instructions to make it engaging and meaningful to all students. Students ability to reflect on and share their learning, way of learning, and their progress Stories shared on ClassDojo that shows differentiation, culturally relevant curriculum High expectations for all students permeate the classroom culture. This culture expects students to persevere, engage in questioning and discussions to clarify and extend thinking and understanding. Frequent, timely, and informative feedback is given to students individually, in small groups or as a class. Cognitively challenging tasks that reflect the shifts and practices in science are assigned where students are expected and trained to provide reasoning for their thinking. Student ownership of learning very lacking and inconsistently applied. More feedback given to students. Finding more ways to reach the students. More centers. More reading and math blocks. Personalize learning. Scope and sequence, grade-level meetings, curriculum mapping When delivering content to students, we engage students with critical thinking skill questions, and constantly use exit slip, small quizzes to evaluate students' understanding, as well as differentiate content and evaluation methods to ensure their learning. we do not give the same work for all students in math small group and individual instruction for diverse and struggling students, higher skills assigned for students when demonstrated master of core instruction, adjust instruction and assignment while observing student success or failure with learning/understanding a skill/concept, -more NGSS aligned than the old curriculum -phenomenon based -has different activities (points of access) to teach the same concept. - students share their understanding and students question, discuss and critique. Definitely improved in student ownership, questioning and evidence in the past few years. Working on differentiation and engagement more now. class dojo points gives students the recognition for good behavior morning meetings provide students an opportunity to share During center time, students are given a choice of where to go or what activity they would complete Math talk allows students to learn from others show casing student's work in the halls or around the school small group instructions; updated MTSS documentation on ASPEN; small group interventions; using online resources to differentiate instructions (for both intervention and enrichment groups); establish routines for students to take ownership of learning (e.g. how to conduct themselves in small groups when teacher is meeting with another group). Majority of teachers are able to alternate instruction for diverse students. Using technology, different grouping, afterschool programs & monitor students' progress. Diverse learners have modified curriculum Teachers review on track data and adjust instruction as needed. Using MTSS to help students who are off track. Allow for hands on activities and various methods assessment. Students practice skills and decision making on the choice of tools. Students can also choose contents to develop skills and proficiency in using their choice of tools. there are high standards in place that support and encourage a relentless strive for excellence for all students...and students rise to the expectations seeking support as needed.

4

Balanced Assessment and Grading

- 4 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
- 4 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
- 3 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

Evidence

For ELs: using WIDA screener and assessments to determine English proficiency levels and plan for instruction GLM teams discuss strategies and learning Variety of grades entered into Aspen Use of goal sheets, Class Dojo, Parent Portal for communication of grades Notifying parents of Ds/Fs; Using data to analyze instructional effectiveness Discussion of school-wide grading policy. Data exploration at ILT and GLM. Setting up MTSS criteria for team. Classroom assessments and assignment rubrics are available to students. Students practice using rubrics for peer evaluation and self-assessments. the school addresses a consistent approach to assessment and achievement at grade level meetings, group meetings and school-wide as needed. In addition, communication is in place to provide instructional support to ensure the students' needs are being met on all levels. Most are creating their own assessments and using strategies to support English Language Learners daily. Exit tickets allows teachers to check students' progress Teachers make up their own assessment that is more aligned with their lesson Centers allow students with different needs to perform well within their group Team meetings allow teachers to make changes in lesson assessments centers, personalized learning, NWEA/TRC, DDI, following

the IEPs, WIDA, BOY/MOY performance tasks teacher teams meet to analyze NWEA and TRC assessment results; shared/common grading percentages and categories in the same grade cluster; a balance representation of grading categories in weekly grade entries. Many are reading IEPs and modifying work for students. There is more balance of grades. More chances are given to students to make up work. Makeup work is encouraged and not forced. Assessments are more varied. More informal observations are given versus just the formal. ELL program, school-wide expectations, progress monitoring tools For example, we have school-based learning assessments in mathematics, and we spent time in grade-level meetings to analyze data in order to find the weakness and a plan for re-teach, re-evaluate, etc. using school city to evaluate and track student progress in math Students are allowed to retake/redo an assignment or assessment after more intensive instruction, students have option to take paper or online assessments, teacher modifies the assessment for students based on their IEP or learning style, teachers discuss student(s) struggles/progress in learning a skill/concept and strategy used during prep and grade level meetings. - Use of student assessment system - baseline test in math and giving the test 3 more times within the year to see if mastery increases. - target items that scored low and find ways to reteach to those specific students. - GLM meet to discuss data, create an ongoing assessment and follow up. School-wide grading categories, GLMs focusing on problem of practice, teachers review test-taking strategies, EL supports such as vocabulary reinforcement and stems for questioning and responding Assessing what they mastered and what they need to make growth from Different types of assessments (exit slips, self evaluation, weekly quiz, unit test, etc.); Differentiations based on students' English level; BAG reports are reviewed, Tracking data reviewed as a GLT Use of multiple assessment tools to measure different areas at a different point in the year

3

MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (REQUIRED: MTSS)
- 3 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)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 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)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 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)

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)

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

MTSS team meeting discussions, Shared Agreements, survey completions

3

Transitions, College & Career Access, & Persistence

4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

3 AWARENESS - Expose students early to academic/professional worlds beyond K-12

4 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

Team support for mid-year enrollments especially students with language needs is in place. Career Day to showcase interesting jobs to students. Middle school students participate in Naviance tools to plan for high school, college, and career paths. Parent meetings and high school fair to explain high school and subsequent college choices. Students use own data to set an academic goal and an option to set SEL goals. Algebra is available for students. Coding experience is provided. Teachers and counselor have systems in place and experience working with students transitioning to the country. The counselor provides opportunities for high school and college campus visitation, additional resources and events such as HS fair to expose students to various pathways. We have a great counselor

Quality and Character of School Life Expand all

3

Relational Trust

3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)

4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

Evidence

We as staff tend to be sure to care for those students in need of more redirecting or encouragement. Star of the week published in classroom newsletters. Teachers and staff give praise to students daily. students are aware of adults being available to support their emotional issues Supportive Staff and Personnel Positive staff/student relationship Share ideas during the grade level meetings Teachers share ideas or asks for assistance/resolution from other teachers Teachers share materials with others ILT meetings the environment for mutual support exists, but not everyone (adults are willing to participate) Opportunities are giving for staff to build positive relationships but communication towards admin is poor. Shared Agreements

3

Student Voice, Engagement, and Civic Life

3 Study politics

4 Become informed voters and participants in the electoral process

3 Engage in discussions about current and controversial issues

3 Explore their identities and beliefs (REQUIRED: OSEL)

3 Exercise student voice (REQUIRED: OSEL)

2 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

2 Experience a schoolwide civics culture

Evidence

Discussions between students and staff. Eighth-grade students did a documentary about what the presidential candidates should discuss, student council helps with policy decisions and community work. 6th and 7th grade has a student voice committee. Some students have interviewed community groups and local politicians, the IDM (Inquiry Design Model) C3 curriculum used in 8th grade includes students creating a project for a "call to action" to make a difference in the community based on the unit, Black History Month theme is about voting so all students will learn about political leaders and the 15th and 19th amendment to the Constitution Classroom voting practices (thumbs up) School-wide voting, surveys, community engagement opportunities through outreach and assemblies, Civic Leadership, CSPAN, Newsela Law, Thematic bulletin board, Family nights, impeachment discussion, Direct student voice in Upper Grades only through Student Surveys, and Career Day

4

Physical and Emotional Safety

- 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 4 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

Strive to assure our students and staff are addressing the vision for the school. Creation of the Shared Agreements Monthly meetings with the administration team. Video Camera enforced

2

Supportive and Equitable Approaches to Discipline

- 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

Evidence

BOY/MOY school-wide behavior expectations PD on how to de-escalate, Responsive Classroom, School-wide behavior incident form. Some teachers invest in restorative practices. There is a lack of a consistent disciplinary process across the school.

4

Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 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)
- 4 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)
- 4 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

Evidence

Frequent (weekly, bi-weekly) phone calls home to inform parents of special events happening at the school, it is a great effort to invite parents to chat with our principals, it also provides another opportunity for parents to ask questions or voice their concerns Consider placing a suggestion box at a more prominent place for parents/guardians/staff to leave comments or suggestions. Monthly PAC meetings to connect with parents. Family nights, monthly newsletters, a brand new school website with a wealth of information LSC, PAC, BAC Meetinhs Special meetings for 7th & 8th-grade parents. As a member of the LSC I see first hand al of the evidence of these practices being consistently implemented in the Haines community. ClassDojo communication, class newsletters Surveys during report card pick up, phone calls from school, teachers and administrators greet students at the door

Self-assessment

Catherine Moy (Jan 31, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Somewhat	Students are consulted for determining SEF ratings.

Catherine Moy (Jan 31, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Ratings were provided by all stakeholders; staff, parents, and a few students.

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Somewhat	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus <input type="checkbox"/> = Not of focus
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
3	Quality and Character of School Life: Relational Trust	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
4	Quality and Character of School Life: Family & Community Engagement	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>
4	Quality and Character of School Life: Physical and Emotional Safety	1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> <input type="checkbox"/>

Goals

Areas of critical need and root cause analysis

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.;

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.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by GPS)		2020-2021 goal	2021-2022 goal
		2020-2021 goal	2021-2022 goal		
SQRP: National School Growth Percentile - Reading (Grades 3-8) teachers have to differentiate lessons and provide a variety of strategies for ALL students; EL's who are newcomers need additional resources for foundational skills	African American	50.00	55.00		
	EL	76.00	81.00		
SQRP: National School Growth Percentile - Math (Grades 3-8) teachers have to differentiate lessons and provide a variety of strategies for ALL students	African American	20.00	25.00		
	EL	56.00	61.00		
SQRP: National School Attainment Percentile - Reading (Grade 2) EL students may have an impact on this based on comprehension; gaps in foundational skills	Overall	64.00	69.00		
	EL	(Blank)	(Blank)		
SQRP: National School Attainment Percentile - Math (Grade 2) 2nd graders have to be exposed to test-taking strategies when testing on laptop; (ie clicking too fast)	Overall	81.00	86.00		
		(Blank)	(Blank)		
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) the scores have decreased each year-	Overall	72.20	77.20		
		(Blank)	(Blank)		

Required metrics (Elementary)

33% complete

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

I would like for Haines to continue to be Organized overall, and hopefully, be Well Organized soon.
 I would like to see the following increased:- Collective Responsibility for teachers and Emotional Health for students

(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0% complete

2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
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Self-assessment

Catherine Moy (Mar 4, 2020)

Overall assessment: **2 (some practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Somewhat	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Somewhat	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Somewhat	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...

If we engage students in learning and foster student ownership through personalized learning

...then we see...

student-centered instruction through collaborative group opportunities, learning centers, small group instruction, and project-based learning experiences

...which leads to...

higher student engagement and achievement for all students. For SY 20-21: 64% of students will meet/exceed national growth norms - AA growth: 50% in reading and 20% in math - EL growth: 76% in reading and 56% in math

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

332 -Professional Development Consultants/vendors, Supplies, Equipment
115 -Professional Development Consultants/vendors, Substitute teacher (PD, programming, etc.), Ext. Day - Buckets, Supplies, Equipment

Tags:

Instruction, Personalized Learning: Tailored Learning/Differentiation

Area(s) of focus:

1

Action step

Seven teachers will engage in the second cohort of LEAP's personalized learning for 18 months; In addition, Cohort 6 teachers will serve as thought partners for Cohort 7 and other staff members

Responsible

-Cohort 7 teachers
-Admin
-Cohort 6 teachers

Timeframe

Feb 3, 2020 to
Jun 13, 2021

Status

Postponed

Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery

Teachers will create surveys to better understand individual students

-Homeroom teachers
-Students

Sep 28, 2020 to
Jun 4, 2021

Not started

Curriculum, Personalized Learning: Learner Focused

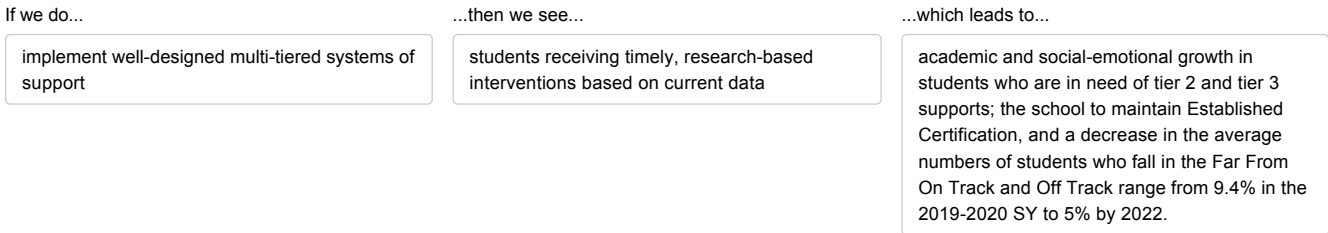
Teachers will use NWEA data to create learning progression	-Homeroom teachers	Jul 19, 2020 to May 26, 2021	Not started
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Curriculum, Assessment: Checkpoint Student Assessment System, Literacy: Shift 2- Leveraging Data to Close Gaps, Math: Curriculum

The administration will continue to support, analyze, and expand Personalized Learning throughout the school	-Admin -Cohort 6 and 7 teachers	Jul 1, 2020 to Jun 18, 2021	Not started
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Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

Strategy 2



Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

115- Supplies, Equipment, Materials (instr. and software), Professional Development Consultants/vendors

Tags: MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation
 Area(s) of focus: 3

Action step	Responsible	Timeframe	Status
teachers consistently reviewing individual student data to inform student groupings, corrective instruction, and guide future instruction	-Homeroom teachers -ILT	Sep 21, 2020 to Jun 18, 2021	On-Track

MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

Complete an outline of the Haines MTSS Plan/Process	-homeroom teachers -MTSS team	Aug 1, 2020 to Jan 1, 2021	Not started
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MTSS: Curriculum & Instruction

families being made aware of the MTSS process and how to best support their student and the school	-MTSS team -Admin team	Nov 11, 2020 to May 26, 2021	Not started
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MTSS: Family and Community Engagement

create a menu of research-based interventions; utilize a menu of interventions, and progress monitoring	-homeroom teachers -MTSS team -LBS1 teachers -Admin team	Aug 30, 2020 to May 31, 2021	Not started
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MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions

review On Track Data every five weeks to monitor the progress of students who are not On Track and assign interventions accordingly

-Homeroom Teachers
-MTSS Team

Sep 1, 2020 to Jul 17, 2021

On-Track

MTSS: Problem Solving Process, MTSS: Progress Monitoring

Strategy 3

If we do...

explicitly teach and positively reinforce our Shared Agreements through a multi-tiered approach and utilize the Incident Referral Process school-wide and reinforce the Way of the Wildcat

...then we see...

an increase in the social-emotional learning competencies in all students and staff exhibiting
Self-Awareness
Self-Management
Social-Awareness
Relationship Skills
Responsible Decision Making
A decrease in student incidents of

...which leads to...

-Improved school culture and climate resulting in fewer incident referrals
-students feel like they are a part of the Haines Family
-strengthened communication and relationships between teachers and parents
-a higher rating in 5E in teacher Influence, collective responsibility, supportive environment, student-teacher trust
-decrease of 2% with suspension referrals
-decrease of incidents reported in ASPEN by 5% with a targeted decrease of altercations by 20%

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

115-Supplies, Materials (instr. and software), Professional Development Consultants/vendors

Tags:

Physical and Emotional Safety, MTSS: Curriculum & Instruction

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Continue Student Council and Student Voice Committee

-Teachers- Sicora, Sumita, Savage, Talley, Tang
-Middle School students
-Admin

Oct 1, 2020 to Jun 18, 2021

On-Track

Student Voice, Engagement, and Civic Life

Integrate Calm Classroom with fidelity

-Homeroom teachers
-Admin team

Sep 8, 2020 to Jun 18, 2021

Not started

Relational Trust, OSEL: Tier 2 and 3 Interventions

Create a menu of interventions across multiple tiers of support in response to behavioral incidents

-MTSS team
-Homeroom teachers
-Assistant Principal

Sep 8, 2020 to Jun 18, 2021

Not started

MTSS, Relational Trust, OSEL: Supportive and Equitable Discipline Practices

Action Plan

Strategy 1

POSTPONED MAR 08, 2021

+ Seven teachers will engage in the second cohort of LEAP's personalized learning for 18 months; In addition, Cohort 6 teachers will serve as thought partners for Cohort 7 and other staff members

Feb 03, 2020 to Jun 13, 2021 - -Cohort 7 teachers -Admin -Cohort 6 teachers

Status history

Mar 8

POSTPONED Mar 08, 2021

Problem

We did not continue Cohort 7 based on interests and COVID.

We are still using LEAP framework to guide us with our quarterly goals.

Root Cause

Next steps

+ Teachers will create surveys to better understand individual students

Sep 28, 2020 to Jun 04, 2021 - -Homeroom teachers -Students

Status history

+ Teachers will use NWEA data to create learning progression

Jul 19, 2020 to May 26, 2021 - -Homeroom teachers

Status history

+ The administration will continue to support, analyze, and expand Personalized Learning throughout the school

Jul 01, 2020 to Jun 18, 2021 - -Admin -Cohort 6 and 7 teachers

Status history

Strategy 2

ON-TRACK MAR 08, 2021

+ teachers consistently reviewing individual student data to inform student groupings, corrective instruction, and guide future instruction

Sep 21, 2020 to Jun 18, 2021 - -Homeroom teachers -ILT

Status history

Mar 8

ON-TRACK Mar 08, 2021

Evidence

Data analysis during Grade Level meetings; using Checkpoint data to review with team

+ Complete an outline of the Haines MTSS Plan/Process

Aug 01, 2020 to Jan 01, 2021 - -homeroom teachers -MTSS team

Status history

+ families being made aware of the MTSS process and how to best support their student and the school

Nov 11, 2020 to May 26, 2021 - -MTSS team -Admin team

Status history

+ create a menu of research-based interventions; utilize a menu of interventions, and progress monitoring

Aug 30, 2020 to May 31, 2021 - -homeroom teachers -MTSS team -LBS1 teachers -Admin team

Status history

ON-TRACK MAR 08, 2021

+ review On Track Data every five weeks to monitor the progress of students who are not On Track and assign interventions accordingly

Sep 01, 2020 to Jul 17, 2021 - -Homeroom Teachers -MTSS Team

Status history

Mar 8

ON-TRACK Mar 08, 2021
Evidence
Review data during ILT and GLM

Strategy 3

ON-TRACK MAR 08, 2021

+ Continue Student Council and Student Voice Committee

Oct 01, 2020 to Jun 18, 2021 - -Teachers- Sicora, Sumita, Savage, Talley, Tang -Middle School students -Admin

Status history

Mar 8

ON-TRACK

Mar 08, 2021

Evidence

Giving Tuesday was sponsored by Student Council and Friends of Haines; Student Council is doing a Can Madness in March to raise canned goods for neighboring shelters

+ Integrate Calm Classroom with fidelity

Sep 08, 2020 to Jun 18, 2021 - -Homeroom teachers -Admin team

Status history

+ Create a menu of interventions across multiple tiers of support in response to behavioral incidents

Sep 08, 2020 to Jun 18, 2021 - -MTSS team -Homeroom teachers -Assistant Principal

Status history

Fund Compliance

ESSA Program

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

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 parent and family engagement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental engagement 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.

Haines School has an active Parent Advisory Council. Monthly meetings are held monthly between September and May of the school year. At the beginning of the year, parents review the all of the policies as well as the budget. Monthly surveys are given to the parents to seek out activities/topics they are interested in student academic learning, SEL, and other school activities. This year we may begin Zoom Meetings for parents 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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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

Both Title 1 Annual and Title 1 Organizational Meetings are held mid-September/early October of the school year. Parents meet with the principal and pertinent information is disseminated for the annual meeting, such as the school's CIWP, Parent Involvement and Title 1 policies, guidelines and the budget. During the organizational meeting, parents are nominated and voted on for the roles of PAC President, Vice President, Secretary, and an outreach coordinator for the year. Parents and the principal then set dates for the year to hold meetings. Meeting topics must be centered around student academic learning (specific content areas), SEL- and home/school partnership.

At the request of parents, 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.

Haines has monthly LSC and PAC meetings, quarterly BAC meetings, and on going meetings with parents, when deemed. Surveys are provided monthly at PAC meetings and reviewed for next steps. Haines host a Kindergarten Orientation for new parents as well as a new parent orientation for new students enrolled for the upcoming year.
Parents are encouraged to go on to Parent Portal to review grades; parent/teacher conferences are mandatory at least two times a year.
Both oral and written communication is translated in two languages, Chinese and English and is posted on the school's website.
We will continue quarterly Principal Chat to solicit additional feedback.

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.

Haines School provides results from the state assessment - SY19-20- ACCESS for ELs and NWEA - at the beginning of the year
FOR SY20-21- Illinois Assessment of Readiness when results are given to the schools, usually at the beginning of the following school year for all students in Grades 3-8; Students in grades 5 and 8 also receive results from the Illinois Science Assessment.

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.

Haines parents have the right to know the qualifications of their child's teachers, therefore the school, along with CPS will notify parents through written notices informing parents when teachers are not "highly qualified".

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.

Parents have access to ASPEN where they can see and monitor student's grades. Progress reports are given out at the 5th, 15th, 25th, and 35th week of school and report cards are given out at the 10th, 20th, 30th and 40th week of school. Parent/teacher conferences are held twice a year and on-going informal meetings are with teachers are available when requested.

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.

Haines provides monthly PAC meetings which provides parent workshops on content specific areas to assist parents. Haines also provides Family Night by content throughout the school year. All teachers provide monthly newsletters, along with the school's monthly Haines Herald in both languages, Chinese and English. Teachers post on various platforms, such as Class Dojo, SeeSaw, Google Classroom, and other social media platforms..

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.

We encourage parents to volunteer in classrooms via chaperones, assisting in the classroom, recess, lunchroom monitors, etc. Haines teachers are encouraged to collaborate with parents as equal partners in students' education via parent portal, emails, telephone conferences and quarterly parent-teacher conferences. Monthly newsletters from homeroom teachers are distributed to parents and are on the school's website. Parents are encouraged to attend monthly Parent Advisory Council and Local School Council meetings as well as quarterly Bilingual Advisory Council meetings.

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.

There is a Kindergarten Family Orientation held for families in August. Teachers provide a PowerPoint for parents and a small packet of readiness skills for individual students. PreK students who matriculate into the Haines Kindergarten program receive a shadow day. Students visit a kindergarten classroom in the Spring.

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.

Haines provides a calendar of events at the beginning of the year stating when meetings are held. Monthly calendars and reminders are passed out in both languages, Chinese and English;robocalls through Blackboard is done in both languages as well. All information is posted on the school's website.

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)

NA

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.)

Haines will sustain a literacy, math and science rich curriculum focused on effective, research-based instruction in each classroom. Students are utilizing a variety of EdTech tools to help with high quality instruction. Haines students are provided with additional learning opportunities with a Tinker Lab, Music and Art during the day and other after school programming.

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.

CPS has two Parent/Teacher Conferences scheduled in November and April for the 1st and 3rd marking periods. Parents are encouraged to come to the school between the hours of 11:45 AM-6:00 PM. On going communication is encouraged at Haines weekly, bi-weekly, monthly based on student progress. Teachers email parents via gmail, Class Dojo, and informal and formal conversations with parents.

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

Haines provides various reports to students throughout the year. DIBELS and NWEA reports are given to parents along with either progress reports or report cards, based on the timing of the assessment (BOY, MOY and EOY). Results from CPS standardized assessments are given out the following year. Grades in ASPEN is an immediate report on how a child is doing in a class; we encourage parents to sign up for Parent Portal. We provide PD's during Open House and one of the PAC meetings. Progress Reports go out every 5th, 15th, 25th and 35th week of school, along with Report Cards at 10th, 20th, 30th, and 40th week. All reports from CPS is sent out in their native language.

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

Haines staff is available to meet with parents before/after school and during their preparation periods if a meeting is scheduled. If a parent is in need of translation, one will be provided.. Teachers also regularly communicate through their monthly newsletter or web page. Additionally, teachers make and return telephone calls and send and respond to notes sent home.

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.

Haines parent were asked to volunteer through a different parent program in Chinatown for the last two years (CBCAC and Project Vision). We encourage parents to sign up to be volunteers via CPS so that they can chaperone field trips, help with classroom activities, and recess/lunch monitors. With the new policy of Level I and Level II status, we have had fewer volunteers these last two years. We still encourage all parents to sign up.

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

Haines parents are encouraged to the following, but not limited to: make sure students arrive to school on time; check agenda/homework notebook; make sure homework is completed for ALL students; monitor the amount spent on technology devices outside of completing homework; participate in school workshops for parents during PAC and BAC meetings; participate in Family Nights throughout the year; participate in after school programming (CPD, organizations around Chicago, etc)

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

Haines parents are encouraged to attend monthly LSC meetings to speak during the Public Comments section. Parents are also encouraged to attend PAC ad BAC meetings throughout the year and complete surveys from the school as well as CPS. Haines will continue to have quarterly Principal's Chat to glean pertinent information.

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).

Haines students will maintain their high rate of attendance daily. Haines students will continue the Way of the Wildcat- Shared Agreements (Be Respectful, Be Responsible and Be A Team Player) There are designated areas where the posters are placed(hallway, classroom, lunchroom, playground, etc) Students are highlighted for Perfect Attendance, Honor and Effort Roll, Principal Scholars, and Star of the Week. Students and classrooms are featured on social media, school's website and school's monitor on the 1st floor.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities, resource material distribution and/or 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.

Monthly PAC meetings during the school year will help with the following: student achievement, student behavior and the culture/society we live in. The school will provide the following: workshops that will help guide their children academically from Pk-8th grade; utilize community-based organizations to help with student's well-being; connect student and family connection to student achievement.

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.	\$	Amount	.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.	\$	2000	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	876	.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). Services may not be rendered until a PO has been generated.	\$	1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	100	.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.	\$	Amount	.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, original, unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent and family engagement programs only.	\$	Amount	.00

53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	Amount	.00
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CIWP/Budget Approval

Budget crosswalk

Strategy 1

Theory of action

If we do...If we engage students in learning and foster student ownership through personalized learning
then we see...student-centered instruction through collaborative group opportunities, learning centers, small group instruction, and project-based learning experiences
which leads to...higher student engagement and achievement for all students. For SY 20-21: 64% of students will meet/exceed national growth norms - AA growth: 50% in reading and 20% in math - EL growth: 76% in reading and 56% in math

Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

332 -Professional Development Consultants/vendors, Supplies, Equipment 115 -Professional Development Consultants/vendors, Substitute teacher (PD, programming, etc.), Ext. Day - Buckets, Supplies, Equipment

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.

The supplies will help support reading instruction during the day. The substitutes are provided for teachers to attend Reading PD to help support the high quality instruction.

Strategy 2

Theory of action

If we do...implement well-designed multi-tiered systems of support

then we see...students receiving timely, research-based interventions based on current data

which leads to...academic and social-emotional growth in students who are in need of tier 2 and tier 3 supports; the school to maintain Established Certification, and a decrease in the average numbers of students who fall in the Far From On Track and Off Track range from 9.4% in the 2019-2020 SY to 5% by 2022.

Resources Needed

115- Supplies, Equipment, Materials (instr. and software), Professional Development Consultants/vendors

(Notes from CIWP development phase to inform budget, talent, and schedules)

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.

Using teacher leaders and the ILT members to plan over the summer in imperative. Teacher teams will create a menu of interventions based on student data.

Strategy 3

Theory of action

If we do...explicitly teach and positively reinforce our Shared Agreements through a multi-tiered approach and utilize the Incident Referral Process school-wide and reinforce the Way of the Wildcat

then we see...an increase in the social-emotional learning competencies in all students and staff exhibiting Self-

Awareness Self-Management Social-Awareness Relationship Skills Responsible Decision Making A decrease in student incidents of

which leads to...-Improved school culture and climate resulting in fewer incident referrals -students feel like they are a part of the Haines Family -strengthened communication and relationships between teachers and parents -a higher rating in 5E in teacher Influence, collective responsibility, supportive environment, student-teacher trust -decrease of 2% with suspension referrals -decrease of incidents reported in ASPEN by 5% with a targeted decrease of altercations by 20%

Resources Needed

115-Supplies, Materials (instr. and software), Professional Development Consultants/vendors

(Notes from CIWP development phase to inform budget, talent, and schedules)

Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
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Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
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- Other

Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.


Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.

Providing additional support with a miscellaneous employee will help support teachers and students with SEL during the day.

Approvals

FY21 Approval Form: Signed 2020-2022 CIWP/Budget Approval Forms FY21 should be uploaded by the budget approval deadline.

File: 2020-2022 CIWP - Haines.pdf
Uploaded on: Jun 11, 2020 

FY22 Approval Form: Signed 2021-2023 CIWP/Budget Approval Forms FY22 should be uploaded by the budget approval deadline.

File: ciwp 22.pdf
Uploaded on: Jun 9, 2021 