Charles G Hammond Elementary School (/school-plans/194) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Ana Orbe	Principal	aorbe-lugo@cps.edu	Has access
Nicole McConnell	Case Manager ILT Pre-K representative	nmmcconnell@cps.edu	Has access
Juliana Bagri	Teacher Lead-ELA grades K-8, 2nd Grade ILT representative	jbagri@cps.edu	Has access
Jeremy Zuniga	Teacher Lead-Math grades K-8, 3rd Grade ILT representative	jzuniga21@cps.edu	Has access
Lilian Sackett	EL Lead grades Pre-K-8, LSC, K-1 ILT representative	lksackett@cps.edu	Has access
Jose Hernandez	PPLC, 3rd grade bilingual	jmhernandez1@cps.edu	No Access
Maria Servin	Parent, PAC President	mservin2@cps.edu	No Access
Jason Siegellak	Assistant Principal	JESiegellak@cps.edu	Has access
Lois Kusar	Reading Consultant K-8	lrkusar1@cps.edu	Has access
Rocio Zapata	Counselor ILT 5th Grade representative	rezapata@cps.edu	Has access
Michael Tressa	DL Teacher grades K-5, ILT 4th Grade representative	mptressa@cps.edu	Has access

Team meetings

Date	Participants	Topic
01/20/2016	Ana Orbe, Nicole McConnell, Juliana Bagri, Jeremy Zuniga, Lilian Sackett, Jason Siegellak, Lois Kusar	CIWP requirements and SEF Assignments
02/19/2016	Ana Orbe, Nicole McConnell, Lilian Sackett, Jason Siegellak, Lois Kusar	SEF Review

Date	Attendees	Type
02/22/2016	Ana Orbe, Nicole McConnell, Lilian Sackett, Jason Siegellak, Nydia Rivera, Maria Servin, Jeremy Zuniga, Michael Tressa	SEF Review
02/23/2016	Ana Orbe, Nicole McConnell, Lilian Sackett, Jason Siegellak, Nydia Rivera, Maria Servin, Juliana Bagri, Jose Hernandez	SEF Review
02/24/2016	Ana Orbe, Nicole McConnell, Juliana Bagri, Jeremy Zuniga, Lilian Sackett, Jason Siegellak, Lois Kusar, Jose Hernandez, Maria Servin, Nydia Rivera	CIWP
03/14/2016	Ana Orbe, Jason Siegellak, Lilian Sackett	CIWP
03/15/2016	Ana Orbe, Jason Siegellak, Lilian Sackett, Nicole McConnell	CIWP
03/17/2016	Ana Orbe, Jason Siegellak, Lilian Sackett, Lois Kusar	CIWP
03/31/2016	Ana Orbe, Jason Siegellak, Lilian Sackett, Nicole McConnell	CIWP Revisions
04/11/2016	Ana Orbe. Jason Siegellak, Christina Gonzalez	CIWP N7 Final Review Feedback
05/18/2016	Ana Orbe, Nicole McConnell, Juliana Bagri, Jeremy Zuniga, Michael Tressa, Lilian Sackett, Susan Wambugu, Kevin Ricter	CIWP N7 Requested Revisions

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   3   **4**

> Based on our demographics, we created a shared vision and mission for Hammond that is displayed in all areas of the school, i.e. classrooms, hallways, and offices. We strive to meet the academic and social emotional needs of our students who are 90% Hispanic, 8% African American and 2% other. In addition, 98% of our students are well below poverty and receive free and reduced lunch.
>
> Administration provides school-wide and specific classroom data to both ILT and GLM's. In turn, ILT and GLM's meet on a weekly basis during their common preparation time in order to analyze and implement data driven instruction to increase students' performance and growth. Additionally, every GLM is comprised of teachers and one ILT member so all voices are equally represented and communication flows effectively back and forth from ILT to GLM to implement changes with clarity and focus. Based on our learning walk data, our instructional leads provide in-house Professional Development to their colleagues. In addition, as evidenced by our 5 Essentials Survey-Program Coherence Over Time data, we have improved from 43% in 2013 to 76% in 2014 and 91% this past school year, 2015. Specifically, "Curriculum, Instruction and Learning Materials" are well coordinated among grade levels at the school. Our staff reported that they agree or strongly agree in this category at a rate of 97%.
>
> The principal works with the staff-comprised administrative team to buffer any outside distractions from teachers. This allows teachers to focus on teaching and learning. Schedules are strategically designed to allow additional push-in minutes for elective teachers, staff, and parents to support teaching and learning.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**

- ○ **Empower others to make or influence significant decisions.**
  - ▪ Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - ▪ Capitalize on the leadership skills of others.
  - ▪ Constantly listen and synthesize what is heard, and learn from all sources.
- ○ **Employ the skills to effectively manage change.**
  - ▪ Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - ▪ Steer through the challenges associated with making improvements, both large and small.
- ○ **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- ○ **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - ▪ Model ambitious goals for teaching and learning for all students, including priority groups.
  - ▪ Draw from the best available evidence to inform instructional improvement decisions.
- ○ **Enable staff to focus and prioritize what matters most.**
  - ▪ Buffer staff from external distractions to the school's priorities and goals.
  - ▪ Limit school improvement goals to a few high leverage activities.
  - ▪ Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

1   2   **3**   4

> Our ILT meets weekly. To ensure equity of voice, it is comprised of members that represent every grade band including English Language Learners, Diverse Learning and elective teachers. The ten-member team is knowledgeable in their content area and supports colleagues in meeting the goals of our quarterly learning cycles as aligned to our Theory of Action. The ILT creates learning cycles based on several metrics inclusive of NWEA, TRC, ACCESS, teacher formative/summative assessments, student work and Learning Walks. The ILT utilizes the consultancy protocol to analyze and disaggregate both quantitative and qualitative data, student work, and the social-emotional culture of the school to promote positive systemic change. ILT members support teacher teams by modeling and clarifying school-wide protocols and initiatives related to teaching and learning. Weekly agendas, norms, minutes, and protocols are in place to ensure that all meetings are conducted efficiently and productively in order to accomplish their objectives. The ILT uses the "ILT Effectiveness Rubric" to self assess our growth for improvement. Plus/Deltas are performed at the end of each meeting as a reflective tool to ultimately increase functionality of the team. In addition, ILT updates are disseminated to staff monthly. As evidenced by the "Five Essentials" survey, staff reported "Instructional Leadership" to be strong at 79% in 2014-15.

Guide for Instructional Leadership Team

- ○ **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - ▪ Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - ▪ Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - ▪ Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - ▪ Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- ○ **Share leadership for improving teaching and learning with representative school members.**
  - ▪ Organize the team around a common understanding of team's purpose and instructional priorities.
  - ▪ Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - ▪ Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- ○ **Use protocols and ask probing questions.**
  - ▪ Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - ▪ Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - ▪ Systematically consider root cause(s) based on thorough review of evidence.
- ○ **Use timely and relevant data/evidence sources.**
  - ▪ Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data

formatively to review and revise school and classroom practices as needed.
- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   **3**   4

Our professional development plan is a living document, updated quarterly based on our Powerful Practice and Learning Walk data. Our ILT learning walks determine our areas of strength and areas of growth. Once the data is collected, we analyze it and look for areas of instruction that need the most support inclusive of student quartiles and subgroups such as diverse and EL learners. In addition, we share feedback with teachers and prioritize which teachers need the most instructional support. After learning walks occur, teachers have an opportunity for "safe practice" which is also detailed on the learning cycle. During this time, lead teachers and coaches are available to support teachers. Teachers also have an opportunity to conduct peer observations according to the schedule outlined in the learning cycle. An online protocol exists for teachers to request coverage to conduct peer observations and provide 3-2-1 feedback to their colleagues. In addition to utilizing Learning Walks to monitor instruction, administration and a support coach also perform non-evaluative informal observations to support and improve teaching and learning.

As a rule, we create a general professional development framework at the beginning of the school year based on last year's data. This framework adjusts as the school year progresses. Professional Learning is provided to all teachers on Flex Days and School Improvement Days. Teachers are required to provide 3-2-1 feedback exit tickets to presenters, who then share with ILT in order to assess professional development fidelity and adjust professional learning plan as needed. New teachers are also provided with a school-based mentor to facilitate a smooth transition as they become acquainted with our operational and instructional practices, which are grounded in our vision and mission.

During this school year, the Framework for Teaching and Learning data has shown that for the most part, teachers have improved in their practice. In the section on "Collaborative Teachers," in the "My Voice, My School," survey, teachers rated this category at 83% this past school year, up from 62% two years ago and 32% three years ago. As of now, we provide support for instructional improvement and our quarterly Learning Cycles provide teachers with safe practice. Teachers have structured time to collaborate and learn together during weekly GLM's. During these weekly meetings, teachers LASW to improve instructional practice and review relevant data to form instruction groups for differentiated instruction.

However, we have a limited amount of time to provide professional learning due to lack of substitutes and the CPS calendar.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.

- Provide PL relevant to the cultural and linguistic needs of students.
- Provide both whole staff and differentiated PL to individual teacher levels.
  - **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
    - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
    - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
    - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
  - **Structure time for teachers to collaborate and learn together.**
    - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
    - Teachers provide and accept collegial support and feedback to/from colleagues.
    - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
  - **Make 'safe practice' an integral part of professional learning.**
    - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
    - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
  - **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
    - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
  - **Provide induction and support for new teachers.**
    - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
    - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1　2　3　**4**

Schedules exist for every level of our organization including time distributions to maximize human resource and instructional time. Teachers, Paraprofessionals, Teacher Aides, and Miscellaneous employees all have specific schedules. Teacher retention rates are high. Of the 38 teachers we had last year, two left because of relocation and one retired this past December giving us a 92% teacher retention rate this past year. Two years ago we created a Talent Acquisition Team and a specific protocol for how we hire individuals. It is a four-step process that begins with a phone interview followed by a group interview. If the candidate passes both of those steps, they are requested to teach a mini-lesson concluded by an administrative interview.

Our school has partnerships with the Union League Boy's and Girl's Club, Latinos Progresando, St. Anthony's, El Taller de Jose, United Way, and the Marshall Square Network. As a result, we have enjoyed a $500,000 community school's grant to utilize over the next five years in partnership with the Union League Boy's and Girl's Club. This monetary gift is being used to enhance after school, summer, and regular school day tutoring and enrichment efforts. These partnerships have helped us improve in the areas of medical compliance, SEL needs, students in temporary living situations, and parents with immigration related issues. Various staff members serve as liaisons with our school partners to maximize their resources and serve their vision and mission as well. At report card pick-up all community, business, and political organizations join us for a community fair in our main office hallway to promote the services they offer the community.

Our purchasing protocol has been streamlined to align with our CIWP and to include our clerk and business manager. All purchases need the final approval of the principal before any orders can be placed. This efficient process minimizes any lapse between ordering and receiving materials.

As evidenced by the "Five Essentials" survey, staff reported "Effective Leaders" to be strong at 72% in 2014-15.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
    - Use CPS Instructional Time Guidelines to maximize instructional time.
    - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
    - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
    - Leverage strategic source vendors to maximize dollars.
    - Seek and obtain grants to support articulated needs.
    - Use grant funds strategically to support areas of highest need.
    - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
    - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
    - Use an interview process including a protocol for questioning and select highly qualified candidates.
    - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
    - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

1   2   **3**   4

All teachers utilize our quarterly learning cycles, which contain our math and ELA scope and sequence. Our scope and sequence aligns with the CPS ELA Literacy Framework and serves as a pacing guide for teachers. The scope and sequence is both vertically and horizontally aligned and is monitored weekly by ILT members in GLM meetings.

In ELA, all teachers utilize Lucy Calkins Units of Study in reading to support the CCSS inclusive of diverse and EL learners. For EL's, we are utilizing native language materials in conjunction with WIDA. For diverse learners, we build foundational skills aligned to IEP goals. Purchased materials and technology support instruction and learning for both sub-groups. In addition, all teachers in grades Kindergarten through 8th use Lucy Calkins Unit of Study in Writing for the Writer's Workshop. In math, teachers in Kindergarten through 5th utilize the Envision curriculum. Teachers in grades 6th through 8th utilize CMP3. SEPUP is the science curriculum utilized by our middle grade students and our science leads are working with K-5 teachers to ensure they are familiar with NGSS implementation to align standards with their science instruction.

Teachers have both instructional and environmental non-negotiables in their classrooms as outlined in our school handbook. These provide grade appropriate levels of complex texts and different types of texts, including informational in all content areas.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **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.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1　2　3　**4**

All teachers have classroom libraries in English and Spanish that contain all genres and exemplar texts based on the Reading Literature, Reading Informational, Language, Speaking/Listening, Foundational Skills, and Writing components of the Common Core State Standards. In order to support all of the components of the CCSS, all teachers have the following materials at their grade level: Units of Study in Reading and Writing with mentor texts, rubrics, and assessments; the Vocabulary and Grammar Workshop, which include online support and resources for teachers and students; Heggerty's Phonemic Awareness Program, which provides interactive lessons for kindergarten to 2nd grade; MCP Phonics for kindergarten to 4th grade; and classroom novel sets. All teachers in kindergarten through third grade also have BURST kits. This kit allows teachers to group students according to ability and provide small group intervention in ten-day cycles. Teachers and students also have access to several online literacy sources/programs such as Raz-Kids, Reading A-Z, Education.com, Lexia, Reading Plus, and MyOn. These programs focus on phonemic awareness, vocabulary, reading comprehension, and writing and are aligned to CCSS. Several of these programs differentiate instruction based on each individual student. Intervention kits, professional books, and resource books are available resources that support the teaching of the ELA CCSS.

For math, all grades, kindergarten to 5th, utilize the Envisions program. This program provides educators with teacher editions and online access. The online access consists of interactive videos, assignments, pre-made and editable exams, games, and differentiated activities. These activities are auto-assigned based on topic exam results. Teachers can also add individual or whole class activities and assignments where needed. Envision includes tools within the lessons that support all the levels of Bloom's Taxonomy. This math program contains all components and tools that are appropriate to address the needs of all students while instructing the math CCSS. Each student is equipped with two individual consumable workbooks. In addition, the program provides intervention kits and differentiated assessments to meet all of the students' levels and educational needs. The program contains individual student manipulative kits that support the core materials. Teachers also have their own grade specific manipulative modeling kit. In addition, the program supports both English and Native Language for English learners. Spanish consumables are included with the program for the primary grades. Connected Mathematics Project 3 (CMP3) is the curriculum being utilized for grades 6th-8th. It is an interactive curriculum aligned to the Math CCSS and is designed to reinforce the Standards of Mathematical Practice. All students have individual online access to further supplement material usage as well.

School-wide, our teachers implement the Gradual Release of Responsibility to access both content and skills in ELA and Math. During modeling, teachers scaffold instruction so that students have full access to content. Teachers provide specific descriptions of the materials they are utilizing for students to access content. Teachers strategically group students to provide differentiation. During this time, students are accessing content at their ability level. In the "My Voice, My School" survey, teachers rated a 73% for "Ambitious Instruction" last year up from 59% the year before that and 50% the year before that.

All teachers have an interactive Promeathean board in their classroom. Grades 3 through 8 have Active Expressions Interactive Response Devices for student assessment and real time data. In addition, all teachers have at least five to ten devices in their classroom for students to utilize software applications for the curriculum. Seven teachers have their own laptop cart with 32 to 36 Chromebooks. Grades kindergarten through 2nd each has six iPads and five desktops in their classroom. The following programs support intervention and acceleration in order to differentiate and meet the needs of all students to increase students' performance:
- Raz Kids in English and Spanish, for grades kindergarten through 3rd
- Reading A-Z, (includes leveled readers, support materials, lesson plans, close reads, and assessments) for grades kindergarten through 2nd
- Lexia, to support all components of ELA CCSS for all grade levels and differentiate instruction based on students' needs
- Reading Plus, to support CCSS RI and RL by increasing reading comprehension and fluency for all grade levels.
- BURST Intervention Program, for grades kindergarten through 3rd provides intervention based on BOY-MOY-EOY assessments results. Includes small group hands-on lessons to improve TRC and DIBELS/IDEL scores.
- Discover Education, an online teacher resource for all grades that supports all content areas. Interactive lessons include videos, lessons and support materials.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) –**

for conveying conceptual knowledge.
- Students interact with instructional materials to engage all modalities in the learning process.
- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.

○ **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.

○ **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1   2   **3**   4

(This priority is merged with Instruction) Both ILT and GLM's analyze student work regularly looking for rigor and rubric alignment. All content areas are analyzed to ensure the teachers are embedding rigorous instruction and content in classrooms. In addition, the ILT conducts quarterly learning walks, utilizing our Learning Walk tool to collect instructional data. This includes communicating with students, asking questions, discussion techniques, engaging students in learning, assessing students, and demonstrating flexibility and responsiveness. During GLM's teachers utilize an SQRP tool, which includes student goal setting and tracking forms based on NWEA and TRC data. Both ILT and GLM utilize a protocol to analyze student work. The criterion embedded within the tools allow for observer/student conversations around instruction. Students should be able to articulate what they are learning and why. Observers can determine how rigorous instruction is by student responses. Teachers must include modeling, guided instruction, collaborative practice and independent learning. Formative assessments are used daily for teachers to determine student mastery.

However, some classes lack the implementation of rigorous tasks because they do not utilize rubrics nor create them with colleagues during GLM time.

Guide for Rigorous Student Tasks

○ **Begin with the belief that all students can learn. (see *Culture for Learning*)**
- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
- Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.

○ **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
- Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
- Tasks are Integrative to draw on multiple standards.

- Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
  - **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
  - **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
  - **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
  - **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1   2   **3**   4

(This priority is merged with Student Voice, Engagement, and Student Life) Eighth grade students are strongly encouraged to attend "High School Investigation Days" and "Shadow Days" at various CPS and private high schools. These students provide a parent-signed permission slip from the designated school to the main office confirming attendance. The bilingual lead monitors EL learners after transition from services. All students transitioning from Hammond attend a transitioning summer articulation program so that they acclimate to high school seamlessly. Our bilingual lead in conjunction with our counselor makes parents aware of various academic opportunities for their children by presenting new information or bringing in presenters. Our counselor encourages that 6th, 7th, and 8th grade students attend 1-2 college visits to familiarize students with post secondary education. In addition, we have college banners hanging in our middle school and cafeteria hallway to promote higher education. Our middle school also teaches a mini-unit on the benefits of attending post secondary schools. Finally, we bring in an organization called Junior Achievement for a day and they bring in volunteers to teach students financial literacy. Teachers confer with students on their attendance, grades, and NWEA/TRC data to establish goals and next steps. Then teachers meet with parents and students to review and sign their goal setting/tracking form.

The school counselor meets one on one with 8th graders to discuss high school options and the application process. In addition, the counselor meets with parents of 6th, 7th, and 8th graders to discuss high school admissions policies. The school counselor hosts a high school fair in which 23 high schools showcase their academic and enrichment programs for our 5th, 6th, 7th, and 8th graders. During the event, the school counselor created a passport template, which included questions for students to complete in order to best determine the high school that offers the programs that fit their academic and extra-curricular interests. The school counselor then follows up with their findings and utilizes this information when assisting students in applying for high school. The school counselor also provides all 7th and 8th grade students bi-weekly High School Open House Information flyers. Three students this current school year applied for academic scholarships towards a private high school. One student successfully earned a full tuition academic scholarship, and another student, a partial tuition academic scholarship.

As evidenced by the "Five Essentials" survey, staff reported "Ambitious Instruction" to be strong at 74% and "Supportive Environment," to be neutral at 59% in 2014-15. Based on our "Neutral" score in "Supportive Environment," we have since employed additional staff to address student safety concerns, established a climate and culture team to improve teacher/student trust and support social and emotional learning, and have focused on more cooperative learning methodology to increase peer support. However, students scored "Neutral" for overall "Supportive Environment."

One positive element from that category was "Academic Personalism" in which students scored a strong 69%. This category is particularly important as it tells that students feel teachers connect with them and support their achievement of student goals. Two years ago, students rated this at a mere 43%.

Guide for Transitions, College & Career Access & Persistence

- **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).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
    - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
        - Use student data and best practices research to develop focused programs.
        - Expand access beyond students who are struggling academically.
        - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
    - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
        - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
        - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
        - Start the conversation about college in primary grades.
        - Make parents aware of academic opportunities and supports for their child.
    - **READINESS – Ensure equitable access to college preparatory curriculum.**
        - Provide access to 8th Grade Algebra to all eligible 8th grade students.
        - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
        - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
        - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
        - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
        - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - **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:
        - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

1   2   **3**   4

(This priority is merged with rigorous tasks) All teachers utilize flexible grouping from the TRC or NWEA data they collect at BOY, MOY, and EOY. This formation of flexible groups is based on the data and establishes performance goals, measurable objectives, and next steps for each quartile group. They strive to present their students with cognitively demanding tasks. This year, we have implemented "Peer Observations." Teachers must observe a peer quarterly and share their observations with them. We also conduct quarterly ILT learning walks utilizing the Learning Walk tool (Domain 3: Instruction) to ensure that teachers are communicating with students, using question and discussion techniques, engaging students in learning, and integrating formative and summative assessments in their classrooms. Administration and ILT members in conjunction with our lead literacy consultant provide coaching pop-ins to monitor instructional fidelity. During this time, we also look for flexible grouping, tasks aligned to posted objective, difficulty of task, questioning and discussion techniques and formative/summative assessments used according to the GRR. We also inspect how effectively the Gradual Release of Responsibility is implemented with exemplar texts. Progress is monitored with the use of these tools every five to ten days depending on their quartile group and need. In doing this, all learners are addressed.

However, a small percentage of teachers do not practice the GRR with fidelity due to challenges in classroom environment and instructional delivery.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.

- Require students to cite textual evidence to support/develop a claim.
  - **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
  - **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   2   **3**   4

> Our MTSS system is primarily automated and can be found on Google Drive. Each teacher has a roster that reflects which students are receiving Tier 1, Tier 2, and Tier 3 instruction. The MTSS Strategies Form (hyperlinked on Google Drive) is designed to monitor interventions and progress for students receiving Tier 2 and Tier 3 instruction. When a teacher moves a student from Tier 2 to Tier 3, he/she requests a meeting through an automated process with related service providers and other specified individuals. In addition to the meeting, teachers have access to intervention menus on Google Drive. A Personal Learning Plan is also developed for each student who was retained or promoted with supports in 3rd, 6th, and 8th grades. These students receive a teacher mentor and the mentor, students, and parent develop academic goals. Data review protocols are followed at the ILT and GLM levels to inform teachers how to create flexible groups and make instructional decisions. Student learning plans are created through the NWEA tool and teachers, students, and parents review them collaboratively and sign them. SQRP metrics have increased in attainment and growth on NWEA tests in ELA and Math. Tier 2 and Tier 3 students in need of additional SEL support are referred to the school counselor via a counselor referral form.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.

- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1   2   **3**   4

Teachers employ both formative and summative assessments. They utilize exit tickets to implement formative assessments but also utilize the interactive response devices for a quick gauge on student understanding. Assessments are articulated on all lesson plans. Aside from that, a district assessment calendar allows teachers to view when standardized testing will start. NWEA, PARCC, and TRC/DIBELs/IDEL are some of the tests students take. The ILT has identified select BOY placement and EOY benchmark assessments within the Envisions curriculum that teachers will utilize as interim assessments for each grade level. In ELA, teachers also administer tests around the Calkins Units of Study. In the Writer's Workshop, students are graded using a writing rubric as they compose persuasive, expository or narrative text.

The ILT analyzes assessments to determine grading calibration with classroom teachers. This work also extends to GLM's, where graded but unmarked assessments are exchanged among teachers to ensure grading alignment. Rubrics are provided for students so they understand the assessment expectations. ILT also reviews instructional practices during learning walks and provide teachers with 3-2-1 feedback forms so they can reflect on their instruction. GradeBook is monitored regularly to ensure when parents log on to parent portal, they see regularly inputted assignments for their child. Teachers are recommended to input three grades per week for their classes. Classroom assignments and assessments can be found in each teacher's GradeBook. The grading policy can be found in the parent, student, and teacher handbook. The bilingual lead and couselour train parents on how to use and access parent portal.

When conducting REACH observations, instructors ensure that the learning objective is aligned with a rigorous student task and with the student assessment. At the pre-conference, teachers are asked what formative assessments will be utilized and to upload the assessment onto RLS. This allows the administrator to ensure that teachers are using the appropriate assessment in instruction.

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1   2   **3**   4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

All teachers must complete an SQRP goal setting, on-track monitoring form for each student; the frequency is dependent on the student's quartile. The template lists their performance goals based on data. Teachers confer with students to establish their performance goals and next steps. Parents, students, and teachers sign the goal setting form once the goals are established. Student data is analyzed at GLM and ILT to gauge the level of rigor within the core instruction. They also look at student work using a protocol to monitor progress and analyze the SQRP goal setting forms to determine if students are meeting their goals.

Students are encouraged by all hallway bulletin boards, which display student data, honor roll, attendance, hallway/behavior expectations, vision/mission, classroom newsletters and school-wide expectations. Murals and philosophical quotes by famous dignitaries permeate our hallways to create a positive atmosphere for students and staff. Students are also highly encouraged to take ownership in their work and volunteer for civic responsibilities around the school. Our learning walk tool contains the element "Establishing a Culture of Learning," which promotes students to take ownership in their work as well as the teacher to have high expectations for all learners. Similarly, student jobs such as technology club, door monitors, safety patrol, color guard, and ushers are all volunteer responsibilities available for students.

To assist with the socio-emotional well being of our students, we purchased the Second Step program, which is implemented for a half hour a week. The program is designed to address many needs of our students and provides MTSS Tier 1 support. Similarly, our counselor meets with students on an as needed basis, but is proactive and commits to small group counseling weekly. She also conducts a counseling class weekly with our 6th-8th grade students. In addition, we formulated a Culture and Climate Committee to address the socio-emotional challenges that students face. They also look for strategies to address student needs. In conjunction with the Culture and Climate Committee, the multi-cultural committee meets to instill a sense of belonging and ownership in the school by celebrating history and culture.

As evidenced by the "Five Essentials" survey, staff reported "Collaborative Teachers" to be very strong at 83% in 2014-15. In "Ambitious Instruction," staff reported the performance level to be strong at 74% and for "Supportive Environment," students reported our school neutral at 59% which is an 18% increase from two years ago.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**

- Clearly display school-wide expectations for academic and personal success throughout the building.
- Set high expectations according to grade-appropriate learning objectives.
- Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
  - **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

1 2 **3** 4

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

All staff members take a personal interest in students and ensure that they are supported and feel a sense of belonging. Our case manager, counselor, bilingual lead, student- parent advocate, attendance counselors, peace circle mentors, student council staff representative, extra-curricular staff, nurses, school psychologist, clerk and administration all take on additional roles. They serve as supportive mentors who have positive, caring, and respectful interactions with students. They are responsible for check-ins with individual students dependent on their situation. Some also perform home visits to check on their well being.

Teacher leaders take on additional responsibilities by providing professional development and support to their colleagues. Our teachers display a mutual respect for each other even through dissenting opinions. They value each other's feedback and compliment their successes. Most recently, staff engaged in a peace circle while other staff members observed. This allowed staff members to interact beyond their normal day-to-day, school-focused interactions. A deeper sense of belonging occurred among staff as they realized they had more in common than they initially thought. The outcome of this learning opportunity also resulted in valuable teacher acceptance and the restorative approach of recently adopted peace circles.

Many staff members go beyond their normal scheduled workday to support students in extra-curricular, social-emotional and tutoring efforts. It is not uncommon for staff to volunteer their time and money to support attendance incentives, movie nights, dances and family nights.

Based on our "My Voice, My School" survey result, Hammond has enjoyed a steady increase over the past three years. Three years ago, Hammond teachers reported a weak 32% belief that teachers were collaborative. Two years ago that perception increased to 62% and last year teachers reported an 83% satisfaction rate in collaboration. Concomitantly, student data also shows a three-year increase in feeling a "Supportive Environment." Three years ago students reported a 33% satisfaction rate of our school being both supportive and safe. Two years ago that measure rose to 41% and last year it peaked at a 58% satisfaction rate moving our student perception from neutral to strong.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 **2** 3 4

(This priority is merged with Transitions, College & Career & Persistence) Over the past four years, Hammond Elementary has increased its after school extracurricular offerings. Four years ago, Hammond only offered pom poms, boy's soccer and chess. We now offer boy's flag football, boy's and girl's soccer, boy's and girl's basketball, boy's and girl's track and still offer pom poms and chess. Last year, we began a partnership with the Union League branch of the Boy's and Girl's Club of America and earned $500,000 for after school extra-curricular and tutoring opportunities. We also offer an after school homework help class, Math and ELA software enrichment support, a language program with a focus on English and diverse learners. These activities further enrich our student's academic and socio-emotional needs. Another civic engagement is our student council. The students meet bi-monthly with a teacher sponsor, then with the principal to discuss school policy, student issues, and progressive change. In addition, a "Student Voice" committee will be formed and each "Student Voice" committee member will select a teacher sponsor to work closely with them. Also, they will work closely with the Culture and Climate team on school issues that are important to them. Several other components that enrich our student's lives and entrench them in the culture of the school include our Safety Patrol, Door Holders, Technology and Film Crew, and our Color Guard. Students have an opportunity to earn any one of these positions by exhibiting positive behavior and leadership. These responsibilities can also be earned for students who display behavior issues and need an extra incentive to support their emotional growth.

However, student bi-monthly meetings with administration or teacher sponsor are not occurring monthly with fidelity.

Based on the initial Climate and Culture survey self-assessment, staff members selected "Agree" with an average frequency of 89%.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests,**

and increase attendance and engagement with the school.
- Student needs, interest, and input are solicited for student programming.
- Impact and quality of extracurricular and enrichment activities are measured regularly.

○ **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
- Student needs, interest, and input are solicited for student programming.

○ **Have a choice.**
- Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
- Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.

○ **Have a voice and take informed action.**
- Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.

○ **Connect to decision-makers.**
- Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
- Students learn about issues and candidates, prepare voter education materials and get involved.
- All eligible students are asked to register to vote.

○ **Make positive contributions to the school and community.**
- Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).

○ **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
○ **Consider how people in a democratic society effect change.**
○ **Consider their roles and responsibilities as a member of the community.**
○ **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1   2   **3**   4

Based on the "My Voice, My School" survey, students reported a neutral satisfaction of 53% in regards to "Safety". As a result, we have employed extra staff members to monitor hallways, recess, and exterior areas to ensure that students and staff feel safe and secure. Additionally, we have adjusted our arrival and dismissal protocol as well as our recess plan. Every grade band has an assigned door in which to enter and dismiss. Entry for parents, staff, and visitors has also been modified to address safety concerns. Added visibility among staff is evident on the exterior and interior perimeters of the building during these times.

Our learning walk tool for classroom environment contains element 2c "Management of Classroom Procedures," which encompasses the management of instructional groups, transitions, materials and supplies, classroom routines and the direction of volunteers and paraprofessionals. This is utilized to gather pre- and post-data to improve teacher practice for all the components of Domain 2. Based on learning walk feedback, teachers will exhibit well-managed classrooms by having structured routines and procedures in an effort to maximize instructional time. Additionally, they will develop the environment so students contribute to the management of routines without disruption in learning. One tool that supports this work is CHAMPs Behavior Expectations posted in each classroom.

A non-negotiables monitoring tool is in place to ensure that teachers have posted the required academic and behavioral materials. This includes having an instructive environment conducive for learning and providing items needed to support English and diverse learners with their learning. Aligned with that, teachers avoid referring students for suspensions. Instead they emphasize more proactive and instructive approaches. The implementation of peace circles, student reflection logs, parent conferences, and communication logs all support alternatives to punitive measures. Based on the initial Climate and Culture survey self-assessment, staff members selected "Agree" with an average frequency of 89%.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1   2   **3**   4

In reviewing Dashboard data for misconducts, Hammond reports a very low amount of incidents at a mere .83 this current school year. Several factors contribute to this metric. First, Hammond has implemented a Discipline Plan, which includes extensive restorative justice practices, such as student reflection journals, peace circles, student-to-student mediation, communication logs and parent/teacher/administrator conferences. Our last resort to employing discipline is the use of suspensions. In most cases, altercations resolve themselves through the previous mentioned methods. In addition, Hammond has chosen to begin utilizing Second Step and, though in its infancy, the program seems promising in supporting the socio-emotional needs of our students. Our teachers are also very good about communicating with parents and keeping communication logs when student issues arise.

Our Culture and Climate team meets bi-monthly to support a restorative environment. They have created teacher and student silhouettes containing the expectations of each other. CHAMPs posters are displayed in every classroom reinforcing positive student behavior with clear expectations, routines, and procedures. Parents and communities will be made aware of this through parent liaisons and PAC/BAC/LSC meetings. Teachers in conjunction with the counselor will implement Second Step with grades Pre-K through 8th. Additionally, our dean of discipline will work with the counselor to address disciplinary consequences to teach anger management and coping skills.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1 2 **3** 4

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools

address and respond to input.

Hammond engages parents throughout the school year with various programs, activities and events. They actively attend and participate in the planning and preparation of Hammond's literacy, math and science nights. Hammond also recognizes Hispanic Heritage month, African American Heritage month, and Women's month, host a winter and Mothers' Day assembly and our traditional end of the year celebration, "Fun Day." Our parent volunteers and workers also support the school during Report Card Pick-up, teacher conference days, and other student incentive activities.

We have monthly PAC, BAC and LSC meetings where parents receive the State of the School Address, English and Spanish copies of the parent handbook, school updates, Parent Portal, tutor, and computer training. Recently, we had nearly 100 parents register for Parent Portal. Many of them selected the text notification option if their child is in danger of failing. Various staff are provided the opportunity to speak at the meetings and provide information about their programs. Our partners provide parents with the social services to address their family's needs. This partnership has resulted in a significant improvement in this years school Medical Compliance. During report card pick-up, we set up a business and community fair so parents are aware of the services offered by both community agencies and businesses. In addition, we have nutrition classes hosted by our Nutrition Committee, which is solely run by parents and sponsored by the NCLB Parent Advisory Committee. Parents also participate and support Hammond's Multicultural Committee that plans various school-wide assemblies for students, parents and community members. Parents receive monthly classroom newsletters from each classroom as well as a monthly calendar containing important events at the school. This information can be found on the school's website. Automated phone calls are frequently made to inform and invite parents to the various events occurring at the school. At arrival and dismissal, administration and teachers attempt to communicate with as many parents as possible.

We have enjoyed a dramatic increase in parent perception of "Involved Families," in the "My Voice, My School" survey. Three years ago, parents reported weak 31% satisfaction, while two years ago their perception increased to a strong 62%. Last year, parents reported a very strong 85% satisfaction in "Involved Families". Administration and Teachers have worked extremely hard to ensure that families feel welcome and there is a familial environment at Hammond.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	**[1]** 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 **[5]** ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 **[2]** 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 **[3]** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 **[4]** 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**

4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Based on historical performance data and a dip in data progression based on SQRP, our goals are set to realistic expectations.	60.00	52.00	62.00	72.00
National School Growth Percentile - Math				
Based on historical performance data and ongoing positive progression indicators such as SQRP.	1.00	21.00	31.00	41.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Hammond has set ambitious goals based on prior collected data from ACCESS, TRC/DIBELS, NWEA, along with formative and summative assessments.	44.90	*(Blank)*	64.90	74.90
African-American Growth Percentile - Reading				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Hispanic Growth Percentile - Reading				
Based on historical performance data and ongoing positive progression indicators such as ACCESS, NWEA, and SQRP indicator metrics.	62.00	62.00	72.00	82.00
English Learner Growth Percentile - Reading				
Based on historical performance data and ongoing positive progression indicators such as ACCESS, NWEA Scores, SQRP indicators and metrics.	*(Blank)*	57.00	67.00	77.00
Diverse Learner Growth Percentile - Reading				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
African-American Growth Percentile - Math				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Hispanic Growth Percentile - Math				
Based on historical performance data and ongoing positive progression indicators such as NWEA, ACCESS and SQRP.	1.00	26.00	36.00	46.00
English Learner Growth Percentile - Math				
Based on historical performance data and ongoing positive progression indicators such as ACCESS and SQRP.	*(Blank)*	23.00	33.00	43.00
Diverse Learner Growth Percentile - Math				
N/A	*(Blank)*	*(Blank)*	0.00	0.00

National School Attainment Percentile - Reading (Grades 3-8)

| Based on historical performance data and ongoing positive progression indicators such as SQRP. | 9.00 | 16.00 | 21.00 | 26.00 |

National School Attainment Percentile - Math (Grades 3-8)

| Based on historical performance data and ongoing positive progression indicators such as SQRP. | 2.00 | 4.00 | 9.00 | 14.00 |

National School Attainment Percentile - Reading (Grade 2)

| Based on historical performance data and ongoing positive progression indicators such as SQRP. | 48.00 | 7.00 | 12.00 | 17.00 |

National School Attainment Percentile - Math (Grade 2)

| Based on historical performance data and ongoing positive progression indicators such as SQRP. | 26.00 | 1.00 | 6.00 | 11.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| Based on historical performance data and ongoing positive progression indicators such as SQRP. | 55.20 | 44.10 | 55.20 | 65.20 |

Average Daily Attendance Rate

| Hammond's average daily attendance is nearly 96% and has increased by 1% each year over the last three year. | 93.50 | 94.60 | 95.60 | 96.60 |

My Voice, My School 5 Essentials Survey

| Three years ago our school was rated partially "organized," two years ago "organized," and this past school year "well-organized." Our goal is to maintain a "well-organized" school over the next three years based on the "My Voice, My School" .5 Essentials Survey. | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics   0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
...all components of the Gradual Release of Responsibility and implement school-wide	teachers explicitly establish and state the purpose of their lesson or learning target based on the Common Core State Standards.	100% of teachers will state the purpose of their lesson or learning target aligned to the Common Core State Standard(s) being taught
	teachers using think-alouds to make their thinking visible and model the rigorous tasks asked of students	100% of teachers will use think-alouds to make their thinking visible and model the tasks asked of students, supported by the use of anchor charts
	teachers establishing collaborative learning groups by using cooperative learning strategies	80% of students will know the purpose of their learning and be able to perform the assigned rigorous tasks by completing the class assignment
	teachers using close reads to foster critical thinking skills to deepen comprehension	95% of teachers will use close reads to foster critical thinking skills to deepen comprehension of the Common Core State Standards
	teachers checking for understanding and assessing student performance	95% of teachers will check for understanding and assess student performance by evaluating

exit slips

80% of students will be able to read, understand and discuss complex text in teacher-led small groups, their collaborative learning groups and whole-class discussion

Tags:
Core Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Rigorous tasks, Cycles of learning, Reading

Area(s) of focus:
2, 3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
The Instructional Leadership Team will create quarterly learning cycles to address the identified areas of focus, adjusting as needed based on the Pre and Post-Quarterly Learning Walk Data and 3-2-1 Feedback Forms.	ILT, Teachers, Instructional Coach, Administration	Apr 15, 2016 to Jun 1, 2018	Quarterly Learning Cycles, Pre and Post-Quarterly Learning Walk Data and Schedules, Learning Walk 3-2-1 Feedback Forms	On-Track

Core Instruction, Teacher Teams/Collaboration, ILT

| The Instructional Leadership Team will perform Pre and Post-Quarterly Learning Walks in order to determine GRR professional development needs of the school. | Teachers, Instructional Coach, ILT, Administration | Apr 15, 2016 to Jun 1, 2018 | Learning Walks, 3-2-1 Feedback Form | On-Track |

Core Instruction, Teacher Teams/Collaboration, ILT

| At GLMs, teachers will utilize the data analysis tool in order to monitor progress, group students and inform instruction based on formative and summative assessments. | Teachers, ILT, Instructional Coach, Administration, Case Manager, Bilingual Lead Teacher | Apr 15, 2016 to Jun 1, 2018 | Data Analysis, Progress Monitoring Tools | On-Track |

Diverse Learners, English Learners, Data Use, Assessments

| Staff Professional Development on the Gradual Release of Responsibility based on the Learning Walk data | Instructional Coach, Math Lead, ELA Lead | Apr 15, 2016 to Jun 1, 2018 | Agendas, sign-in sheets, Professional Reading activities | On-Track |

Professional Learning, Instructional Coaching, Teacher Teams/Collaboration

| At ILT, members will utilize the data analysis tool in order to monitor progress and guide professional learning for teachers based on formative and summative assessments. | ILT | Apr 15, 2016 to Jun 1, 2018 | Data Analysis, Progress Monitoring Tools | On-Track |

ILT

| Administration will perform pop-in visits and observations in order to provide feedback on GRR priorities. | Administration | Apr 15, 2016 to Jun 1, 2018 | Observations, Pop-in Visits, 3-2-1 Feedback Form | On-Track |

Accountability, Administration, Teacher capacity

Strategy 2

If we do...	...then we see...	...which leads to...
...the Three Reads and Math Talks strategies school wide to support students in making sense of complex task	teachers modeling the Three Reads strategy, making the process visible for all students students perform the Three Reads math strategy during collaborative and independent practice students engaged in rereading and posing questions to solve language-rich math problems by using the problem stem of the word problems teachers facilitating Math Talks for the first 10 minutes of their math block students engaging in Math Talks that require them to practice verbalizing their thinking explicitly	80% of students will be able to persevere and solve complex mathematical word problems/tasks by complete classroom assignments 100% of teachers will model and have students perform the Three Reads math strategy during collaborative and independent practice 100% of teachers facilitating Math Talks for the first 10 minutes of their math block 80% of students will demonstrate flexibility and fluency with mental visualization and computation when performing a math talk

Tags:
Math, Core Instruction, Teacher Teams/Collaboration, ILT, Professional development, Rigorous tasks, Cycles of learning

Area(s) of focus:
2, 3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
The ILT will perform learning walks based on our math priorities to determine professional development needs.	ILT	Apr 15, 2016 to Jun 1, 2018	Pre and Post-Quarterly Learning Walk Data and Schedules, 3-2-1 feedback forms	On-Track

Math, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, ILT

Math Lead will monitor the implementation Math Talks for the first 10 minutes of the math block	Math Lead	Apr 15, 2016 to Jun 1, 2018	Peer Observation	On-Track

Math, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, ILT

Staff Professional Development on the Three Read and Math Talk strategy	Math Lead	Apr 15, 2016 to Jun 1, 2018	agendas, schedules, sign-in sheets, instructional materials and professional readings	On-Track

Professional Learning, Instructional Coaching, Teacher Teams/Collaboration

Administration will provide teachers with feedback on implementation of math priorities.	Administration	Apr 15, 2016 to Jun 1, 2018	Observations, Pop-In Visits, 3-2-1 Feedback Form	On-Track

Accountability, Administration, Teacher capacity

Strategy 3

If we do...	...then we see...	...which leads to...
...create a school culture and climate that supports social emotional learning and rewards	an increase in trusting relationships among staff and students with voice	80% of students will develop trusting relationships with staff

effort with the implementation of Second Step or Paths program

teachers serving as mentors

teachers implementing the SEL program

students better prepared for the successful transition to high school and post-secondary options

students demonstrating they can prevent, manage and resolve interpersonal conflicts in constructive ways

100% of teachers will implement the SEL program

80% of 8th grade students will have at least two high school options to select from

80% of students will demonstrate the ability to communicate to resolve conflicts

Tags:
Diverse Learners, English Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement

Area(s) of focus:
1, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Offer extra-curricular programs to students, in addition to the programs offered by our partnership with the Union League Boy's and Girl's Club	Program Director, Teachers and Staff	Apr 15, 2016 to Jun 1, 2018	Program Schedules, Student Rosters, Permission Slips	On-Track

Literacy/Reading, Math, Technology, Climate and Culture, SEL, Family and Community Engagement

School-wide Attendance and Honor Roll Incentives will be used to recognize and celebrate students' efforts throughout the school year.	Clerk and Teachers	Apr 15, 2016 to Jun 1, 2018	Event Programs, Calendars, Bulletin Board Displays	On-Track

Attendance, Climate and Culture, Family and Community Engagement

One-on-one high school information and application support sessions with 8th grade students and their parents, High School Investigation Day, High School Fairs (grades 4-8), Testing and High School Information Parent Presentation, 2-4 High School and College Visits	Counselor and Teachers	Apr 15, 2016 to Jun 1, 2018	Event Programs, Calendars, Permission Slips, Pictures	On-Track

College Access and Persistence, Climate and Culture, Family and Community Engagement

At GLMs, staff will analyze the implementation of the SEL program.	Teachers, Counselor, Dean of Discipline, ESPs, Administration	Apr 15, 2016 to Jun 1, 2018	GLM agendas, Lesson Plans	On-Track

Climate and Culture, SEL

Strategy 4

If we do...	...then we see...	...which leads to...
...teachers implement the Next Generation State Standards in grades K through 8 in their science instruction	all students (inclusive of ELs & DLs) engaged in science experiences that focus on inquiry-based learning, science/engineering practices, and grade level coherence through the	80% of all students increased science knowledge through hands on experiments, science notebooks and grade level assessments

disciplinary core ideas.

teachers plan and provide instruction aligned to the NGSS Disciplinary Core Ideas

100% of teachers utilizing the Next Generation State Standards for their science instruction

Tags:
Science, Core Instruction, Instruction

Area(s) of focus:
2, 3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
At GLMs, teachers will use the NGSS to plan their science instruction with the Foss kits.	Teachers, Science Leads, Administration	Apr 15, 2016 to Jun 1, 2018	Learning Cycles, GLM agendas	On-Track

Instructional material, Lesson planning, Science instruction

| ILT will add the NGSS scope and sequence to the learning cycle. | ILT, Science Leads, Teachers | Apr 15, 2016 to Jun 1, 2018 | Learning cycles, ILT, GLM agendas | On-Track |

ILT, Science instruction

| Professional learning will be provided to teachers and staff during School Improvement Days, Flex Days, and before and after school focusing on the NGSS and FOSS kit utilization, ensuring the K-8 science plans are aligned | Science Leads, ILT, Teachers, Administration | Sep 6, 2016 to Jun 1, 2018 | agendas, schedules, sign-in sheets, instructional materials and professional readings | On-Track |

Diverse Learners, English Learners, Professional Learning, Instructional materials

| Two Internal Grade Release Days have been provided for teachers to further develop professionally | Reading and Math teacher leads | Feb 7, 2017 to Feb 9, 2017 | Teachers curricular scope and sequence moving forward | On-Track |

Achievement, Academic rigor, Anaylze data, Curriculum mapping, Curriculum planning, Curriculum alignment, Academic mtss, Assessment and grading, Academic performance

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ The Instructional Leadership Team will create quarterly learning cycles to address the identified areas of focus, adjusting as needed based on the Pre and Post-Quarterly Learning Walk Data and 3-2-1 Feedback Forms. Tags: Core Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Rigorous tasks, Cycles of learning, Reading, Core Instruction, Teacher Teams/Collaboration, ILT	ILT, Teachers, Instructional Coach, Administration	Apr 15, 2016	Jun 1, 2018	On-Track
✚ The Instructional Leadership Team will perform Pre and Post-Quarterly Learning Walks in order to determine GRR professional development needs of the school. Tags: Core Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Rigorous tasks, Cycles of learning, Reading, Core Instruction, Teacher Teams/Collaboration, ILT	Teachers, Instructional Coach, ILT, Administration	Apr 15, 2016	Jun 1, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ At GLMs, teachers will utilize the data analysis tool in order to monitor progress, group students and inform instruction based on formative and summative assessments. Tags: Core Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Rigorous tasks, Cycles of learning, Reading, Diverse Learners, English Learners, Data Use, Assessments	Teachers, ILT, Instructional Coach, Administration, Case Manager, Bilingual Lead Teacher	Apr 15, 2016	Jun 1, 2018	On-Track
✚ Staff Professional Development on the Gradual Release of Responsibility based on the Learning Walk data Tags: Core Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Rigorous tasks, Cycles of learning, Reading, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration	Instructional Coach, Math Lead, ELA Lead	Apr 15, 2016	Jun 1, 2018	On-Track
✚ At ILT, members will utilize the data analysis tool in order to monitor progress and guide professional learning for teachers based on formative and summative assessments. Tags: Core Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Rigorous tasks, Cycles of learning, Reading, ILT	ILT	Apr 15, 2016	Jun 1, 2018	On-Track
✚ Administration will perform pop-in visits and observations in order to provide feedback on GRR priorities. Tags: Core Instruction, Professional Learning, Teacher Teams/Collaboration, ILT, Rigorous tasks, Cycles of learning, Reading, Accountability, Administration, Teacher capacity	Administration	Apr 15, 2016	Jun 1, 2018	On-Track
✚ The ILT will perform learning walks based on our math priorities to determine professional development needs. Tags: Math, Core Instruction, Teacher Teams/Collaboration, ILT, Professional development, Rigorous tasks, Cycles of learning, Math, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, ILT	ILT	Apr 15, 2016	Jun 1, 2018	On-Track
✚ Math Lead will monitor the implementation Math Talks for the first 10 minutes of the math block Tags: Math, Core Instruction, Teacher Teams/Collaboration, ILT, Professional development, Rigorous tasks, Cycles of learning, Math, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, ILT	Math Lead	Apr 15, 2016	Jun 1, 2018	On-Track
✚ Staff Professional Development on the Three Read and Math Talk strategy Tags: Math, Core Instruction, Teacher Teams/Collaboration, ILT, Professional development, Rigorous tasks, Cycles of learning, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration	Math Lead	Apr 15, 2016	Jun 1, 2018	On-Track
✚ Administration will provide teachers with feedback on implementation of math priorities. Tags: Math, Core Instruction, Teacher Teams/Collaboration, ILT, Professional development, Rigorous tasks, Cycles of learning, Accountability, Administration, Teacher capacity	Administration	Apr 15, 2016	Jun 1, 2018	On-Track
✚ Offer extra-curricular programs to students, in addition to the programs offered by our partnership with the Union League Boy's and Girl's Club Tags: Diverse Learners, English Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Literacy/Reading, Math, Technology, Climate and Culture, SEL, Family and Community Engagement	Program Director, Teachers and Staff	Apr 15, 2016	Jun 1, 2018	On-Track
✚ School-wide Attendance and Honor Roll Incentives will be used to recognize and celebrate students' efforts throughout the school year. Tags: Diverse Learners, English Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement	Clerk and Teachers	Apr 15, 2016	Jun 1, 2018	On-Track
✚ One-on-one high school information and application support sessions with 8th grade students and their parents, High School Investigation Day, High School Fairs (grades 4-8), Testing and High School Information Parent Presentation, 2-4 High School and College Visits Tags: Diverse Learners, English Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, College Access and Persistence, Climate and Culture, Family and Community Engagement	Counselor and Teachers	Apr 15, 2016	Jun 1, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ At GLMs, staff will analyze the implementation of the SEL program. Tags: Diverse Learners, English Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Climate and Culture, SEL	Teachers, Counselor, Dean of Discipline, ESPs, Administration	Apr 15, 2016	Jun 1, 2018	On-Track
✚ At GLMs, teachers will use the NGSS to plan their science instruction with the Foss kits. Tags: Science, Core Instruction, Instruction, Instructional material, Lesson planning, Science instruction	Teachers, Science Leads, Administration	Apr 15, 2016	Jun 1, 2018	On-Track
✚ ILT will add the NGSS scope and sequence to the learning cycle. Tags: Science, Core Instruction, Instruction, ILT, Science instruction	ILT, Science Leads, Teachers	Apr 15, 2016	Jun 1, 2018	On-Track
✚ Professional learning will be provided to teachers and staff during School Improvement Days, Flex Days, and before and after school focusing on the NGSS and FOSS kit utilization, ensuring the K-8 science plans are aligned Tags: Science, Core Instruction, Instruction, Diverse Learners, English Learners, Professional Learning, Instructional materials	Science Leads, ILT, Teachers, Administration	Sep 6, 2016	Jun 1, 2018	On-Track
✚ Two Internal Grade Release Days have been provided for teachers to further develop professionally Tags: Science, Core Instruction, Instruction, Achievement, Academic rigor, Anaylze data, Curriculum mapping, Curriculum planning, Curriculum alignment, Academic mtss, Assessment and grading, Academic performance	Reading and Math teacher leads	Feb 7, 2017	Feb 9, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy   Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Prior to the beginning of the school year, a letter will be sent to all parents detailing the importance of their involvement in the joint development and periodic review and revision of the NCLB, Title I, school parental involvement plan and policy, and in the process of school review and improvement. Follow-up invitations will be given to students to bring home informing parents of monthly meetings and events so that parents have opportunities to become actively involved.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

> During the first PAC Organizational meeting on September 2016, parent members are elected into office. On September 2016, a Principal's Annual Title 1 meeting will be held at Hammond. Title I programs are then presented to the parents at that meeting and revisited throughout the school year. Additionally, elected officials select meeting times, topics, and dates for the school year. Also, the PAC report is given at the monthly LSC meetings. These meetings allow parents the opportunity to partcipate in the process of school review and improvement. Parents will also be accompanied by staff members to the NCLB conference held in Chicago in November/December.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> This will be accomplished through Open Houses, BAC/PAC meetings, LSC meetings, lesson demonstrations, newsletters, parent-teacher conferences, the report card pick ups (two mandated and one voluntary). In addition, parents are given a description and explanation of our curriculum and assessment tools used to monitor student progress and guide instruction. Included in this explanation, parents are given information about the proficiency levels their children need to meet in Reading and Math.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

> Our school has an open door policy and parents are welcomed to bring any issues to be presented, especially at the monthly PAC/BAC meetings. These meetings provide parents with information about CCSS, Theory of Action, and Learning Cycles. During these meetings parents are given the opportunity to ask questions, voice concerns and give suggestions.

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.

> This will be accomplished by providing and explaining every student's individual ISAT report to their parents at the beginning of the school year. In addition, as assessments are given, parents will be informed of of their progress.

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.

> School will follow Central Office Directives.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> The following reports are given out and explained during open houses and individual teacher-parent conferences, and report card pick ups:
> • school report cards
> • parent reports for Scantron
> • NWEA student reports
> • progress reports
> • DIBLES/IDEL/TRC Reports
> Not only do we provide the above scores, we also provide suggestions on how they can help their child academically and become a partner with the teacher in the education of their child.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with

their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> This will be accomplished by continuing to have parent classes. Furthermore, we intend to assist parents in working with their children to improve their academic achievement by providing online resources and tutorials for parents to refer to help their children. We will also be providing computer training on how to use programs such as MicrosoftWord and PowerPoint. Also, we will initiate a parent library.

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

> This will be accomplished by providing Professional Development in cultural awareness of the school's population and how to be more effective in communicating with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

> We have monthly parent classes, conducted by both school staff and outside presenters for the following topics:
> • Early Reading First Involvement
> • Home Instruction Programs
> • Nutrition Classes
> • ESL classes for the parents
> • Classes for preparing your children for test taking
> • How to prepare for the High School Application Process

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

> This will be accomplished by sending information to parents in English and Spanish via a monthly calendar and newsletters, classroom newsletters, and through notices announcing meetings and special events.

Policy Implementation Activities

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

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement 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

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.)

> Our mission is to "prepare our students to achieve their greatest potential academically, socially, and emotionally in order to be productive individuals in a global society."

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 is tentatively scheduled for Tuesday, October 18th. There will also be parent-teacher conferences on November 9, 2016 and April 19, 2017 (CPS Mandated Report Card Pick-Up).

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

> Progress reports will be distributed on: October 7, 2016, January 9, 2016, March 10, 2017, and May 19, 2017.

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

> According to our visitor's policy, parents can make an appointment to see their child's teacher before, during or after school, depending on the teacher's schedule.

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

> If parents are interested they can fill out a volunteer form. They are strongly encouraged to volunteer during BAC/PAC meetings. The volunteer packets are available in the main office.

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

> Parents can support their children's learning through the use of the student agenda(which lists homework and assignments), classroom newsletters, meetings and communications with the teacher.
> Parents can also volunteer in classrooms to support their child's learning.

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

> BAC/PAC Meetings, Open House, LSC Meetings, and Grade Level Presentations will give parents the opportunity to have a voice in the education of their children.

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 are made responsible for their learning through the use of Individual Goal Plans, Classroom Data Walls, Attendance Wall, Classroom Newsletters, Award Ceremonies and other Special Recognition.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental involvement; specify your goals.

> Hammond has established a Parent Leadership Group comprised of parents who are in leadership roles that encompass our Health and Wellness Committee, Tutoring, Volunteer and Community Partners Liaison. Together with their active invlolvement, we will continue to develop the parents literacy, computer and English language skills. In addition, we inform them of the importance of being a partner of their child's education not only here at Hammond, but high school, college and career, by providing them with relevant information that they require in order to support their children when making educational decisions.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	$ 700	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 399	.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)	$ 1000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1300	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel 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 Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount	.00
53306	**Software** Must be educational and for parent use only.	$ Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount	.00