Phoebe Apperson Hearst Elementary School (/school-plans/204) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/21/2016	Hearst LSC	LSC members are debriefed on the CIWP process
01/20/2016	Hearst ILT	Review current CIWP and introduce CIWP process

02/05/2016	Hearst Staff	Completion of SEF / Review current CIWP and introduce CIWP process
01/22/2016	Hearst Faculty	Distribute SEF staff Google doc
02/25/2016	HEARST ILT MEETING	COMPLETE SEF / SELECT PRIORITIES
02/29/2016	CIWP / ILT	Complete SEF / Select Priorities
03/03/2016	CIWP / ILT	Goals
02/26/2016	Principal Chat	Overview of CIWP Gather Input
03/08/2016	CIWP/ ILT	Goals / Parent Compact
03/11/2016	CIWP / ILT	Strategies - (Theory of Action)
03/18/2016	Parents / CIWP members	Parent Compact
03/22/2016	CIWP /ILT	Strategies / Theory of Action
03/23/2016	Parents/ (Parent Plan)	Parent Plan
03/24/2016	CIWP / ILT	Strategies / Theory of Action
03/24/2016	Parents / CIWP Members	Parent Plan
04/05/2016	CIWP / ILT	Action Steps - / Strategies
04/11/2016	CIWP/ILT	Action Steps / Strategies
04/14/2016	CIWP / ILT	ACTION STEPS/ STRATEGIES
05/04/2016	CIWP /ILT	CIWP Assessment-
05/09/2016	Parents- PAC/BAC	Parent Compact / Goals/ Priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

1   2   **3**   4

There is a clear vision and mission for Hearst that is reviewed with the stakeholders 2 times a year. The vision and mission is posted in every classroom, as well as in common areas throughout the school.

Hearst's 5 Essentials level was ORGANIZED for the first time since the inception of the survey. Effective leadership was neutral while collaborative teachers was rated the highest at strong.

Teachers at Hearst were rated Proficient in Domain 4b and 4e. Teachers participate fully in school based PD as well as actively seek out additional opportunities for developing professionally. Teacher leaders attend regular PD provided by the Network and teach-back at grade band meetings.

The ILT is a collective group that consistently meets regularly to address continued improvement. The ILT has successfully completed 2 cycles of continued improvement. Additionally, the team has used the problem solving process to identify the root cause for students OFF-Track. While the ILT's overall self-assessment level is BASIC, they are working to identify high leverage elements to develop for proficient.

Hearst has a functioning LSC with teachers, parents, and community members. The LSC meets once a month and votes on budget issues, fundraisers for the school, and principal evaluations.

Hearst also has a functioning PAC and BAC, which meet every other month to address concerns of the parents and bilingual families, and provide workshops to parents and families.

Next steps to improve in this area would include strengthening community and parent involvement in the LSC, PAC, and BAC. We would do this by promoting these committees during family events, report card pick-ups, and the monthly newsletter. Also, stakeholders need to be identified and mentored to assume primary leadership roles in the committees.

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:

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.

Score

1 **2** 3 4

The ILT is a collective group that consistently meets regularly to address continued improvement. The ILT has successfully completed 2 cycles of continued improvement. Additionally, the team has used the problem solving process to identify the root cause for students OFF-Track and adopt a monitoring system. While the ILT's overall self-assessment level is BASIC, they are working to identify high leverage elements to develop for proficient. Next steps in this area would be for the ILT to develop more autonomy through strengthening and adhering to norms and develop a system of relaying information to teachers and staff. Data is analyzed on a regular basis with regard to student achievement through the lens of classroom and grade level performance, attendance and misconceptions. Accordingly, interventions are evaluated for effectiveness and adjusted accordingly. When available, new NWEA data is analyzed immediately for classroom/teacher, grade level/teacher team, and school wide performance toward identified goals. Trends have been identified through longitudinal analysis and interventions have been developed and implemented in alignment with district initiatives and school vision. Teachers are expected to differentiate their instruction based on the available data. This is reflected in Unit/lesson plans.

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

The Hearst ILT is a diverse and effective ILT. The ILT has developed , implemented and evaluated 2 Cycles of Continuous Improvement: GRR and CLOSE Reading They have, in collaboration with the Principal, Flex PD sessions that have demonstrated movement in the area of Better Learning through adopting the GRR model of instruction in conjunction with CLOSE reading strategies to elevate the rigor and cognitive demand required of students. Data analysis and data to instruction rituals are embedded in each ILT session. Whole School and Teacher Team/grade level Team PD is developed, implemented and evaluated by the ILT in conjunction with other stakeholders. The ILT conducts focused research in order to use best practices and pedagogical constructs to improve social and academic achievement.

Dr. Kiel, DePaul University, is providing School Wide , Grade Level, and individual teacher PD with regard to: CCSS unit and PA development. This PD is aligned with district Literacy, Math , and Science frameworks. Each grade level develops one unit for each discipline that is aligned to CCSS, or NGSA. Currently, the Principal, ILT, and Teacher Leaders, are engaging in the D. Fisher Text Complexity./Close Reading PD. This has been released to all teachers with the expectation of implementing the new learning in the classrooms. Evidence of demonstrated use is reflected in RLS.

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

Attendance and Behavior incentives are organized quarterly, monthly and daily to emphasize ON-Track priority.ASAS for students who are struggling with growth in NWEA. Saturday programming includes TIER 2 interventions for students who have been identified as falling in the bottom 2 quintiles of NWEA reading and math. Learning has been extended to include before school ALGEBRA class. Providing additional Tiered supports through a retired MTSS facilitator (MS. Webb) working with targeted groups 2-3 times per week. Outside funding comes from grants, Common Threads, and Donors Choose.

The interview protocol is implemented with fidelity to ensure high quality hires that lead to retention. The potential staff members are recruited through the Principal's contacts and those of the faculty. Teachers are included in the interview process as much as possible. When vacancies are present, they are filled in a timely manner. Applicants have no prior connections to our school. Interviews consist of a face -to -face interview and a demonstration of classroom lesson. We have seen a shift in the number of candidates who are interested in applying at Hearst and remaining in their positions beyond 1 year. This year has been the most consistent with regard to staff and faculty stability.

Principal directed prep happens once a week, other teacher collaboration time is limited before or afterschool, especially across grade bands. Intervention for struggling students happens at the discretion of individual teachers. Teachers engaged in a yearlong ongoing PD around CLOSE Reading and The 5 Powers of an Educator. In addition, teachers participated in PD with DePaul University and Dr. Kiel during after school sessions and drop-in consultation sessions during grade band meetings. Teachers in grades 5-8 engaged in ongoing training and curriculum development with BullDog Solutions. POD (Peace Over Drama) was implemented to address SEL development for teachers of middle school students.
Principal reworked the master schedule to ensure 120min. uninterrupted literacy block in grades K-5.

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

Curriculum:

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.

Score

1   2   **3**   4

Hearst has an established PPLC that meets monthly to address curriculum needs. Curriculum is aligned to CCSS. All teachers have the Thinking Core CCSS Blueprint, Thinking Core standards based Graphic Organizers, and Standards Decoding book. K-5 implement the balanced literacy using Fountas and Pinnell. All grades use Lucy Calkins Writer's Workshop and Sadler Vocabulary. K-5 uses Words Their Way for phonics and balanced literacy. K-1 uses Reading in Motion which is a hands on reading curriculum. All teachers use Go Math for math curriculum. Hearst teachers do not have a curriculum for Science and Social Studies and a consistent reading curriculum from K-8 is recommended by teachers. To accommodate various learning styles, teachers use Compass Learning and Think Cerca.

In order to improve in this area, Hearst PPLC, administration, and teachers will collaborate and research a rigorous reading, science, and social studies curriculum that addresses academic needs of the students and aligns to CCSS.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), 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

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

> Hearst continues to align instructional materials with CCSS, aimed to expose our students to rigorous academic supports and increase the level of complexity at all grade levels, including EL and Diverse Learners, in Literacy and Math. This year we have added Go Math to our curriculum resources, shifting our focus to a more complex and rigorous instruction aligned to the CCSS and PARCC. Teachers have differentiated materials, such as Fountas and Pinnell leveled texts and classroom libraries including various genres. In addition to that, teachers all have CCSS Desk Maps and Thinking Core Graphic Organizers. This cycle, we have added several supports to learning, including Compass Learning, ThinkCerca, Lucy Calkins' Writer's Workshop, Heggerty Phonics, Sadlier Vocabulary, RazKids, Unique Curriculum for DL's, Words Their Way, and Handwriting Without Tears.
> Technology materials for instruction include three computer carts available for staff to check out, smart boards in some classrooms, some teachers have Elmo's or projectors, computers in classrooms, ipads, and listening centers.
> In order to improve in this area, Hearst will continue to support teachers at all levels by budgeting for instructional materials, as long as these materials are aligned to CCSS and provide our students with a complex, rigorous and differentiated instruction that addresses the needs of all learners. Another step would be to organize existing materials to determine what is still needed and make it easily accessible to teachers.

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

> Hearst has intensified the requirements for all teachers to produce rigorous performance tasks for all students from Pre-K to 8th grade. Teachers are developing Standards-Based assessments aligned to CCSS and standardized tests. They are identifying a standard and designing an assessment prior to planning instruction, based on UbD. Teams are working on designing performance assessments aligned with Common Core Standards for their respective units.
> Hearst School develops teacher's capacity at this level through professional development by Dr. Kiel, DePaul University, administration, and teachers. When developing assessments, teachers examine data, as well as formative and summative assessments. Each team administers CPS assessments and looks at assessment data in grade level meetings to design action plans for continuous improvement in student achievement. At Grade Band meetings, teachers are reviewing students' work (LASW), and developing high level assessments to improve students' outcomes. Assessment accommodations are consistent with student IEP's.
>
> Hearst --- What we need to improve------ have in place screening, diagnostic, formative and summative assessments to monitor student instruction to demonstrate mastery of standards aligned to the teachers UBD curricular units.

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

Hearst's Mission is to prepare every student, from Pre-K to 8th Grade, for a successful academic career in high school and go on and exceed at the college level. This is our expectation.
Customarily, we have provided our students with the opportunity to visit High Schools and/or have had High School Fairs at our school for students to learn about the opportunities and ways to be successful at the High School Level. To increase the level of awareness for all of our students, we have shifted our focus to Hearst three essentials: Collaboration, Learning and Results. Teachers, at all grade levels, COLLABORATE to identify skills in the NWEA performance test that students need to know to achieve a level of meets or exceeds and get them ready for ACT college scores. We have included parents, teachers, Admin and all ancillary staff in an effort to make college readiness and awareness our common language.

Our students and staff are active LEARNERS. NWEA MAP Learning Continuums are used at each grade level to focus learning on each student's individual skill levels. Students have taken ownership of setting academic goals and have been skilled to monitor their own progress. Students are using Chrome books to practice skills aligned to their level using ThinkCERCA and Compass Learning. Teachers are using curriculum mapping and developing rigorous assessments to enhance the level of learning of our students. Our school offers 8th grade algebra with opportunity for high school credit for our high-achieving math students. The counselor assists all 7th and 8th graders in the high school application process and encourages all students to apply for magnet program high schools. We have established relationships with our feeder schools to work with our incoming freshman and provide the social/emotional and academic support to our 8th graders. All of these efforts have a goal in mind: To obtain better academic RESULTS and prepare our students for high school and college readiness.

We will continue to foster college and career awareness. Our goal is to expand our partnerships with various colleges and universities to expose our students to college life and opportunities and offer workshops for parents. Another component would be to increase enrollment in existing high-school courses offered here, such as Algebra. We believe that if we expose our children at an early age to these opportunities and we engage them in a high quality and rigorous instruction, they will be better equipped to succeed at the college level when they graduate from high school.

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.

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

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

Score

1   **2**   3   4

understanding. They promote the emergence of self-directed learners.

Although there has been high teacher turnover throughout Hearst, teachers are working towards improvement. Hearst is developing teacher capacity through CCSS PA/Unit development, CLOSE Reading, Text Complexity, Teach Like a Champion, Rigorous Reading, Lucy Calkins (Writer's Workshop), argumentative writing using ThinkCerca, and differentiation using MAP data and Learning Continuum.

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

A system has been implemented at Hearst but there is room for improvement. Universal instruction in the academic core curriculum is provided to all students, however, Tier 2 SEL support is not provided to all students consistently. All teachers have been trained in CHAMPS and Bulldog Solutions to provide SEL support at the Tier 1 Level. Implementation of the Mind-Up curriculum is not consistent across grade levels. A Peace Over Drama program has been implemented in grades 5-8. Tier 2 is implemented in all classrooms in some way, but consistent progress monitoring is an area of need. Additionally, not all teachers are implementing Tier 2 support in math or SEL. The ILT monitors on-track data but this information is not clearly communicated to respective grade-bands. Algebra course credits are offered in grades 7-8. After school tutoring has begun for students at risk of failure. A Saturday program is also offered for grades 3-5 to help improve students' knowledge at their specific RiT Bands. Grades 3-5 have also started a walking RiT Band program for an hour a day in reading and math. The MPG checklist has been introduced to the primary grades and first grade is currently using it to progress monitor students.

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

Hearst teachers use the same grading scale, categories, and percentages. We have also adapted a no zero policy, in which a zero will result in a 50%. Teachers also input at least ten grades, per subject, per quarter. Grades are also aligned to CCSS in gradebook. Both report card pick ups each year provide parents with an opportunity to create a parent portal log-in, as well as instruction on using the parent portal. Students are also taught how to check grades in technology class. Teachers are also entering comments, books read, and failures for report cards. Updated NWEA data walls are created after NWEA assessments and goal doors are created. The "What" and "Why" is also posted in every classroom. Standards based bulletin boards are now implemented. There is school-wide approach for screening and administering assessments to identify students in need of academic intervention, however only one teacher is running MTSS, which makes it challenging to service all students. SES after school programs are provided for students that qualify.

Teachers have received professional development and coaching from Dr. Kiel of DePaul University on creating performance assessments and performance tasks. All teachers now submit a performance assessment and rubric along with each unit, every quarter. Assessments are modified or created to match EL and diverse learner needs. Primary teachers adhere to network policy of weekly assessment on sight words and use that information to design their sight words. There are more standardized assessments in the primary grades than in intermediate and middle grades. There is not a standardized way of assessing reading levels throughout the year. There is not a formal way of testing Spanish proficiency.

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:

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.

Score

1   2   **3**   4

A culture for learning is apparent at Hearst. Students create SMART goals in math and ELA, based on NWEA RIT scores. Teachers decorate their classroom doors to reflect student goals, and display data walls within each classroom. Every spring, an assembly is held to get students excited about NWEA and students are presented with awards for growth and attainment. Bulletin boards reflect exemplar work and display activities that connect to CCSS following the network guidelines. Lesson Plans, unit plans, and a yearly scope and sequence are posted in all classrooms. The school will hold literacy and math nights for parents and families. Staff volunteer for after school clubs, tutoring, Algebra class, as well as the Saturday Academic Fitness program. Students are beginning to self-assess their work using student friendly rubrics. Teachers regularly attend PD to improve in their craft. During teacher evaluations, Domain 2 (classroom environment) has consistently been a school-wide strength. Teachers are currently receiving professional development in effective feedback.
The ILT provides peer observations in order to improve powerful practices which shows that there is trust and collaboration among teachers. Teachers have a growth mindset that is consistently messaged to students.

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:

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.

Score

1   2   **3**   4

Hearst uses CHAMPS as a positive behavior intervention, which builds trust between students and teachers. Teachers are encouraged to use a 3:1 positive-negative approach. Teachers walk students in and out of school at arrival and dismissal as well as to and from recess and lunch. Students with high SEL needs can be paired with a mentor teacher for check-in-check-out. Grades 5-8 are holding weekly Peace Over Drama meetings to build trust among students. Teachers identify each other for kudos in the weekly bulletin "Kudos Korner." Eighth grade students assist with after school safety patrol. Middle school students are paired with primary students as reading buddies. Whenever possible, IEPs are written with inclusion minutes instead of pull-out minutes and activities are designed with the UDL framework. Every month the school celebrates a positive character trait and students are rewarded with treasure tower tokens when they are "caught" displaying those positive qualities. This builds trust between students and staff as well and among peers. The School 5 Essentials Survey indicated a growth of student-teacher trust from 26% to 65% in the past year. The teacher to teacher collaboration grew from 61% to 83%.

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

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

Hearst provides a variety of extracurricular activities, including After School All Stars, girls and boys basketball teams, girls and boys soccer teams, cheerleading squad, and Common Threads cooking classes. Students have input as to which programs are available at Hearst with interest surveys. Unit plans and lesson plans are designed with student interests and academic needs in mind. Saturday Academic Workshop (SAW) has been developed for students in grades 2-5, as well as after school tutoring for middle school. Students are involved in Halloween parade, the winter showcase, Black History Month Assembly, NWEA Pep Rally, Earth Day celebrations, the school garden, a butterfly release, a mother's day showcase, and a field day. Student Council has been established and they coordinated a Valentine's Day dance. Students take the My School, My Voice Survey in computer class. Students and teachers work together to set academic goals using NWEA data. Students in grades K-8 participate in peace circles on a regular basis during POD Fridays. Eighth grade has a promotion celebration field trip. We have a functioning student council for grades 7-8 and they meet at the monthly LSC meetings.

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

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

Emergency procedures have been established at Hearst and regular drills are practiced. Every room has standardized emergency procedures posted. We have an established safety and security team that have weekly administration meetings. The 5 Essentials Survey showed an increase from 29% to 57% on safety performance. Hearst has three security guards.

Parents worked together with the LSC to acquire a stop sign on 47th street and we have an established crossing guard for morning arrival and afternoon dismissal. There are bus procedures for students who ride the bus and a safety patrol team to assist them.

Most teachers have functioning locks on their classroom doors and all teachers have key-cards to enter the building. The building has regular open hours and teachers have to sign in if they stay after hours. There is always administration and security in the building even during after school. There are interior and exterior cameras to assist the security guards in their duties of monitoring the school. There is an established protocol for visitors to ensure that security is aware of everyone entering the building. Teachers are using CHAMPS expectations for safe transitions and all teachers post classroom rules and expectations. There are several school-wide incentive programs at Hearst to encourage positive behavior such as the treasure tower token program and the peaceful warrior program. Grades 5-8 hold weekly Peace Over Drama meetings to give students an emotionally safe space to address conflicts.

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:

Score

1　2　**3**　4

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.

CHAMPS, Weekly POD groups for 5-8th graders. Partnership with Bulldogs Solutions-- PD and ongoing mentoring. Established Climate and Culture Team-- does not meet regularly-- received training on Peace Circles. Way of the Peaceful Warrior incentive program for 5-8th grade. Treasure tower tokens for primary grades for modeling expected behavior. Classroom expectations posters in each classroom. Character traits highlighted each month. Lesson plans required to reflect SEL standards. Purchased Mind Up Curriculum but not trained. Established MTSS team but focus on academic growth. CHAMPS expectations explicitly taught for the first 2 weeks of the school year and after school breaks. Check in/check out system with students available with school counselor. Teachers contact parents to celebrate through phone calls, home journals or other means to inform and celebrate positive student behavior and progress. Daily Warrior Wins to celebrate positive behaviors. Informal teacher collected data and teacher observations used to determine behaviors that should be taught or reinforced.

Out of school suspensions have decreased in frequency and duration in the past year. Instead, the school uses more in school suspensions and parent conferences. Students with patterns of misbehavior are being referred for social services and data is collected for behavior plans instead of punitive punishments.

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:

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.

Score

1   2   **3**   4

Parent newsletters and calendars are sent monthly. The principal holds a monthly parent coffee chat. Attendance is monitored closely by teachers and administration, with phone calls, conferences and home visits. We host holiday showcase and potluck dinners. spelling bee, fundraisers- walkathon, Autism walk, spaghetti dinner, family movie night, literacy night and math night pending. Diverse Learners cluster classroom support sessions planned. Common threads cooking class with parent volunteers. Hearst has an established BAC and PAC. The BAC holds meetings every other month and offers educational workshops. The PAC meets every month and also offer educational workshops for parents. The BAC/PAC contributed pinatas as a winter attendance incentive. Parent volunteers for field trips and field day. School agendas are used to communicate between school and house. All teachers walk their classrooms out to parents each day giving them an opportunity to speak with them when necessary. Established school website and parent portal with training provided during parent conferences. Communication is provided in English and Spanish and bilingual office assistant and classroom assistants are available for translation during conferences and IEP meetings. Standards are incorporated in gradebook in connection to an assignment so parents can better understand students' progress towards meeting the standard. On/off track agreements are established for students following off with requirement plan and parent signature. Progress is monitored weekly. Parents of students in benchmark grades are given promotion policy at conferences. Parents are given a parent handbook and discipline code in multiple languages. Teachers send home welcome letters and school supply lists at the beginning of the year. Parents were offered in technology and English workshop was due to lack of parent involvement. Our report card pickup is STRONG. The field day coordinator involved parent volunteers in field day. According to the 5 Essentials Survey parent involvement is up from 24% to 45%; parent influence on decision making has increased from 43% to 57%.

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

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	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 **4** 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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 Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	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	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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

While we saw a decrease in the National School Growth percentile for reading from the 2014-2015 to the 2015-2016 school year, Hearst teachers will move forward with growth by reflecting on student NWEA Reading RIT scores and differentiating student work, through a more individualized approach. Twice per week, the students will be provided differentiated, RIT band instruction, based on their placement on the learning continuum. Teachers will also continue to use the computer programs, ThinkCerca and Compass Learning, across grade levels, to meet and target the individual reading needs of each student. Along with an individualized approach, the teachers will continue to create units and performance assessment that provide students with rigorous, CCSS instruction. Hearst will continue to provide after school and Saturday enrichment programs to support struggling students in reading.	36.00	17.00	50.00	60.00

National School Growth Percentile - Math

Hearst achieved great gains in math growth in the past year. In 2014-2015, the school was at the 15th percentile but students scored in the 64th percentile in the 2015-2016 school year. Hearst teachers will continue to move forward with growth with their new math curriculum that is standardized across all grade levels, from kindergarten to 8th grade. Teachers will also continue to use compass learning and small group instruction at least twice per week to help target students at their RiT Band level. Hearst will continue to use RiT Bands to group students for targeted math instruction and this program will be expanded to all grade levels.	15.00	64.00	75.00	85.00

% of Students Meeting/Exceeding National Ave Growth Norms

The percentage of students meeting and exceeding national growth norms in 2015 grew to 56.3%. In 2014 our percentage was 54.8%. Teachers will continue to see growth in this are by analyzing their NWEA Reading and Math data, differentiating lessons using the learning continuum, and lastly teaching RIT band instruction in both reading and math daily to focus on the area of needs for the students. Teachers will use supplemental programs such as ThinkCERCA, Compass Learning, and Reading A-Z. We will build our MTSS program to help close the attainment gap.	54.80	(Blank)	65.00	75.00

African-American Growth Percentile - Reading

Our average of African American students making growth in reading decreased by 18% percent in spring, 2015. From this results, we know that we have to evaluate our level of rigor in the curriculum so that it mirrors the level of complexity in NEWA and CCSS. Hearst has taken necessary action steps to address areas of improvement. Teachers are targeting specific skills through RIT band instruction aligned with student's goals. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in reading and one hour in math using Compass Learning. During school hours, students in this ethnic group receive additional academic support in reading and math in a classroom. Hearts continuous to develop teacher capacity through professional development, close reading text, writing workshops and differentiation using NWEA data and student's work. Teachers review data periodically to assess student's progress and modify instruction and assessments. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our stand-based assessments. The most recent data shows an upward improvement in reading growth for African-American students. If we abide by the	22.00	8.00	50.00	60.00

Hispanic Growth Percentile - Reading

The number of Hispanic students making the NWEA reading growth percentile decreased by 51% in spring of 2015. Our goal for spring of 2017 is 50%. We attribute the recent decrease in scores to various variables including the necessity to solidify our curriculum and instruction, and improve our performance assessments. While our percentage of Hispanic students who did not make the expected growth increase, we are encouraged by the fact that our current data shows an upward movement for this ethic group. Teachers are targeting specific skills through RIT band instruction aligned with student's goals. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in reading using Compass Learning. During school hours, students in this ethnic group receive additional academic support in reading in a classroom. Hearts continuous to develop teacher capacity through professional development. Teachers are attending CCSS reading training through Network 10 PD and are differentiating using NWEA data and student's work. Teachers review data periodically to assess student's progress and modify instruction and assessments. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our stand-based assessments. We currently have a bilingual lead teacher who works collaboratively with staff to support the needs of all of our Hispanic / ELL population. Looking at the upward trend in the data for Hispanic students, we are confident that our Hispanics will reach the expected growth in NWEA in spring of 2017.	73.00	22.00	50.00	60.00

English Learner Growth Percentile - Reading

DNA	(Blank)	(Blank)	50.00	60.00

Diverse Learner Growth Percentile - Reading

DNA	(Blank)	(Blank)	60.00	70.00

African-American Growth Percentile - Math

Our African-American students reached a 63% increase in math growth from spring 2014-to-spring 2015. This is the result of intensive focus in math curriculum and targeted skills. This year, we have adopted a new math curriculum- Go Math- aligned with CCSS and targeted skills in the NWEA test. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in reading and one hour in math using Compass Learning. During school hours, students in this ethnic group receive additional academic support in math in a classroom. Hearst continues to develop teacher capacity through professional development. Teacher are receiving CCSS training in math through Network 10. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our stand-based assessments. We continue to identify students below grade level and target specific math skills for growth. The most recent data shows a noticeable upward improvement in math for African – American students. If we continue to implement established strategies and programs in our school, our students will reach targeted goal for spring of 2017.	7.00	60.00	70.00	75.00

Hispanic Growth Percentile - Math

Our Hispanic students reaching math growth from spring 2014-to-spring 2015 increase by 25%. . This is the result of intensive focus in math curriculum and targeted skills. This year, we have adopted a new math curriculum- Go Math- aligned with CCSS and targeted skills in the NWEA test. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in math using Compass Learning. During school hours, students in this ethnic group receive additional academic support in math in a classroom. Hearst continues to develop teacher capacity through professional development. Teacher are receiving CCSS training in math through Network 10. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our stand-based assessments. We continue to identify students below grade level and target specific math skills for growth. The most recent data shows a noticeable upward improvement in math for Hispanics students. If we continue to implement established strategies and programs in our school, our students will reach our target goal for spring of 2017.	45.00	70.00	75.00	80.00

English Learner Growth Percentile - Math

DNA	(Blank)	(Blank)	60.00	75.00

Diverse Learner Growth Percentile - Math

DNA	(Blank)	(Blank)	60.00	75.00

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

Hearst moved from the 9th percentile to 15th percentile. Teachers in the 3-5 gradeband and the 6-8 gradeband develop vertically aligned curriculum with the resources that are currently provided. Teachers will work with students to develop SMART goals to reach attainment so that students can take ownership of their learning and progress. Teachers will differentiate instruction based on RiT scores and utilize compass learning and ThinkCERCA to provide individualized instruction.	9.00	15.00	50.00	60.00

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

Hearst moved from the 4th percentile to 21th percentile. Teachers will implement our new Go Math curriculum with fidelity. Teachers will work with students to develop SMART goals to reach attainment so that students can take ownership of their learning and progress. Teachers will differentiate instruction based on RiT scores and utilize compass learning to provide individualized instruction.	4.00	21.00	50.00	60.00

National School Attainment Percentile - Reading (Grade 2)

Reading attainment for second grade was better than 21% of schools nationally. The teacher will continue to implement small group differentiated instruction. Groups are broken up by RIT bands and the learning continuum is used to target specific skills. Teacher uses Fountas & Pinnell Leveled Literacy Intervention (LLI) program to target students that are below 50th percentile. The teacher will use Compass Learning and Reading A-Z to provide targeted independent instruction for students. The teacher will implement a progress monitoring system through Heggerty Program, Words Their Way, and MPG Skills Checklist. Saturday Academic Fitness is now being extended to include second graders, who will use the Compass Learning program to target specific reading skills.	22.00	21.00	50.00	60.00

National School Attainment Percentile - Math (Grade 2)

Math attainment for second grade was better than 55% of schools nationally. Students are currently using the math curriculum "Go Math", in which lessons are aligned to Common Core. Teacher works with small groups to differentiate toward students' individual skill levels. Teacher will be using MPG Skills Checklist and Compass Learning to progress monitor for math skills. Saturday Academic Fitness is now being extended to include second graders, who will use the Compass Learning program to target specific math skills.	15.00	55.00	65.00	75.00

% of Students Making Sufficient Annual Progress on ACCESS

Last year we increased the percentage of students making progress by 26 percentage points. We are on track to increase the number of students making progress to 50% through our English Language services. Our bilingual coordinator will work with teachers to provide pull-out support and in-class differentiation. There are six teachers who are already certified to teach English Learners and one teacher is currently taking courses to obtain their ESL certification.	21.30	47.50	50.00	55.00

Average Daily Attendance Rate

Over the last 3 years we have had a 2 percentage point increase in attendance each year. This year we are on track to achieve 96.2% attendance and we are on pace to reach 96.5% because the school has established a culture of attending school every day, on time through many incentive programs. Over the next 2 years we want to maintain an average of 96.5 or above.	93.60	95.80	96.50	96.75

My Voice, My School 5 Essentials Survey

Hearst's status was Organized for the 2015 My Voice, My School survey. In 2014, we were at Not Yet Organized therefore we made gains in the last school year. Areas of focus for the 5 essentials are and ratings from 2015: Effective Leaders (Neutral), Collaborative Teachers (Strong), Supportive Environment (Strong), Involved Families (Neutral), and Ambitious Instruction (Neutral). The 2015 My Voice, My School survey score increased to a 7.7 in 2015 from a 7.6 in 2014. Parents, staff, and the community will work together to raise our score. Staff will make parents and community members feel welcome and continue to communicate with them as to important issues going on in the school. Teachers will communicate with parents as to their child's progress and what measures need to be taken to help them grow in certain areas. Staff will ensure parents that their child is safe at school, they feel welcomed, accepted, and emotional needs are being met. Lastly, cleanliness and qualities of the facilities at the school will be monitored by administration and the school engineer.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Engagement Rubric				
(Blank)	(Blank)	50.00	(Blank)	(Blank)

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we provide a culture of continuous professional development and growth for teachers in CCSS based instruction and pedagogy. All students will be exposed to CCSS in K-8 in Reading and Math.	then they will create engaging and rigorous lessons that foster self-directed student learners. This will include small-group differentiated instruction, vertical alignment, and supplemental programs that address student areas of growth and provide enrichment for their areas of strength.	This will lead to an increase in student attainment and growth in reading and math for grades K-8.

Tags:
Instruction

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Build teacher capacity through professional development topics including small group instruction, CCSS aligned unit plans, differentiated instruction,WIDA/ELD/SLA,	Administration, ILT	Aug 1, 2016 to Jun 30, 2018	Teachers are attending PD aligned to instruction, CCSS Unit Plans and WIDA	On-Track

Professional development

Create a school wide curriculum map aligned to CCSS across grade bands.	ILT, Teachers	Aug 1, 2016 to Sep 30, 2016	Summer plan with ILT	Not started

Curriculum Design

Teachers will provide targeted differentiated instruction in grades K-8 in reading and math based on Rit levels and the Learning Continuum	Teachers	Aug 22, 2016 to Sep 5, 2016	Mandatory small group twice weekly, walking RIT bands in grades 4 and 5, daily, ThinkCerca and Compass Learning programs used twice weekly	On-Track

Instruction

Establish a progress monitoring process for each grade-band for students and create academic and behavioral goals targeting NWEA, ACCESS and MTSS.	Teachers, Admin	Aug 1, 2016 to Sep 5, 2016	Monitoring process already in-placed. New plans will be set on September 2016	On-Track

MTSS, ILT, Balanced grading and assessment

Ensure that Literacy and Math Blocks are scheduled uninterrupted to maximize instruction in LA and Math across all grade levels. 120 mins in K-2 and 60 mins in the Upper grades.	Admin	Aug 11, 2016 to Sep 5, 2016	Two hour uninterrupted literacy block established for K-5 and 1.5 hours of uninterrupted math	On-Track

Instruction

Continue implementation of Heggerty Program with structured implementation, 15 mins daily, for K-2 including diverse learners and ELs	Teachers	Sep 5, 2016 to Jun 25, 2018	K-2 differentiated small groups	On-Track

MTSS, Instruction

Teachers and Case Managers will review IEP's to ensure that the triangulation of data is reflected in both IEP development and instructional planning.	Teachers, Case Manger,	Jul 25, 2016 to Jul 24, 2017	Teachers and Case Managers have reviewed IEPs and implemented modifications and accommodations during instruction and assessments	On-Track

MTSS, Diverse Learners, Instruction

School will invest in programs to support learning aimed at CCSS and standardized tests embedding differentiation of instruction and .balanced assessments	Admin	Jul 3, 2017 to Jul 3, 2017	School has purchased Sadlier CCSS workbooks, ThinkCerca and Compass Learning, Sepup and Scholastic for science, GoMath	On-Track

Instruction, Curriculum

Teacher will ensure that students develop individualized growth plans for NWEA, behavior and attendance.	Teachers	Aug 22, 2016 to Sep 5, 2016	Yellow progress monitoring folders, goal doors, data walls, quaterly off-track agreements	On-Track

Technology, Instructiion, Esl strategies

Use technology to supplement reading and math skills targeted on the NWEA for all students, including diverse learners and ELL"s	Admin, Teachers	Aug 22, 2016 to Jun 26, 2017	ThinkCerca, Compass Learning, Technology classes twice per week, ELMO	On-Track

Bilingual, English language learners

School will modify curriculum for Bilingual instruction and native language support that is differentiated for all bilingual levels- for all grades.	Bilingual ELPT, Admin	Aug 22, 2016 to Sep 12, 2016	Bilingual coordinator will attend summer PD to support modified instruction	Not started

Instruction priorities, Instruction planning

Bilingual Lead Teacher will provide PD to all teacher on literacy instructional strategies for bilingual students aligned with the WIDA standards	Bilingual Lead Teacher	Aug 8, 2016 to Jun 18, 2018	Bilingual teacher will attend summer PD	Not started

Instruction priorities, English language learners

Increase the number of teachers certified in EL and Bilingual endorsements to address differentiated instruction by establishing a hiring process that advocates bilingual services	Admin	Jul 1, 2016 to Jun 18, 2018	Bilingual Lead teacher has list of teachers who have EL certifications and endorsements, teacher are also currently taking courses	On-Track

Instruction, Instruction planning, Instruction strategy

Teachers in grades K-2 will loop with their class so that a consistency in curriculum, instruction and evaluation is developed for 3 years.	Principal, AP, ILT	Sep 6, 2016 to Jun 15, 2018	we are on our second year of looping - Kindergarten last yer looped with her class this school year, SY15-16. Looping will expand to grades	On-Track

Instruction, Resources

Implementation of Writer's Workshop and Reader's Workshop for Balanced Literacy	Principal, AP, Teachers	Sep 6, 2016 to Jun 22, 2018	Writers workshop with Lucy Caulkins	Behind

Strategy 2

If we do...	...then we see...	...which leads to...
If we strengthen the roles and responsibilities of the ILT by including equitable representation from a variety of stakeholders, by designating area leaders, by designing ILT expectations and norms, and by formalizing a system of communication.	then we will see an increase in teacher instructional capacity by utilizing research based strategies for looking at students' work, regularly reviewing data, and making instructional decisions.	which leads to an increase in the number of teachers reaching proficient/distinguished in Domains 1 & 3 evaluations to ensure that we meet the diverse academic and social needs of students. Increase in the 5-Essentials Survey areas of focus Effective Leadership and Ambitious Instruction.

Tags:
ILT

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Revise the calendar of ILT lead grade band meetings to include exact dates and times of regularly scheduled meetings. ILT will meet every 3rd Thursday.	ILT	Aug 1, 2016 to Jun 30, 2018	GoogleDoc Calendar	Not started

ILT

ILT holds bi-weekly grade band meetings	ILT	Aug 1, 2016 to Jun 30, 2018	Agendas	Not started

ILT

Develop expectations and roles and responsibilities for ILT	ILT	Aug 1, 2016 to Jun 30, 2018	Written document of ILT norms	Not started

ILT

Admin and Lead teachers will conduct non-evaluative observations with actionable feedback using PQS model in order to improve instructional practices	ILT	select	Completed Cycles of Learning - New will be selected for 2016-17	Not started

ILT, Instruction

Admin, ILT, and Bilingual Lead will review unit plans and lesson plans to ensure that CCSS and WIDA standards are being embedded in their instructional practices and provide feedback to all teachers	Admin, ILt, Bilingual Lead	Aug 22, 2016 to Jun 18, 2018	On-going process	On-Track

English Learners, Instruction

Admin and ILT will lead curriculum mapping during BOY PDs to address differentiated instruction and align it with rigorous planning and assessemets	Admin, ILT	Jul 18, 2016 to Sep 5, 2016	Started this year, 2015-16- ILT and Admin will meet over the summer to improve process	Not started

Curriculum Design, Instruction

Ensure professional development focused on data to advance instruction, identify off-track students using ICEL/RIOT, centered around Learning Cycles and Powerful Practices, as well as the integration of technology	Admin	Jul 1, 2016 to Sep 5, 2016	Process established- on-going	Not started

Professional Learning, ILT

Admin, ILT and team teachers will meet during GBM to analyze BOY, MOY and EOY data, look at students work, progress monitor students', and set academic goals and plan for differentiated instruction to meet varying achievement levels needs of all students.	Admin, ILT,	Aug 22, 2016 to Jun 11, 2018	Admin meets with team teachers weekly	On-Track

Instructional leadership team, Instruction strategy

Action step	Responsible	Timeframe	Evidence for status	Status
ILI will conduct cycles of continued Improvement in purposing the lesson and quality of feedback to students	ILT	Sep 6, 2016 to Jun 23, 2017	ILT completed 2 Cycles of Learning . New cycles will be planned in the summer of 2016	Not started

ILT, Evaluation

Standardize a monitoring tool to monitor academic, behavior and cycles of learning	ILT, Principla, AP	Aug 26, 2016 to Sep 30, 2016	Tools for monitoring process are in placed. However, our goal is to have a tool to be used uni-formally across all grade levels	Behind

Strategy 3

If we do...	...then we see...	...which leads to...
If we establish a strong MTSS team and strong Tier 1 academic and behavioral instruction and follow-through with teacher implementation	then we will see an increase in quality differentiated supports to meet the diverse academic and social needs of ALL students.	which leads to an increase in student motivation, teacher skills and knowledge in order to support learners and lead them to grade level mastery in reading and math in grades K-8 and a decrease in behavioral incidents.

Tags:
MTSS

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Establish a step-by-step MTSS guide and upload it to the drive	MTSS Coordinator	Aug 1, 2016 to Jun 30, 2018	Guide found in Teacher Handbook	On-Track

Embed MTSS strategies aimed at Tier 1, 2 and 3 interventions, as well as enrichments, in lesson plans at all grade level	MTSS Coordinator, Teachers	Aug 29, 2016 to Jun 29, 2018	A system in-placed	Not started

MTSS, Instruction

MTSS coordinator will conduct monthly training and support to all staff on Tier I, II and III interventions at grade level meetings	MTSS Coordinator	Jul 18, 2016 to Jun 18, 2018	Training is being given as an on-going process	Not started

MTSS

Diverse Learner and EL teachers will analyze DLM, NWEA, ACCESS and data to identify areas where students need to grow and develop strategic action learning plans	MTSS Coordinator, DL and EL teachers	Jul 12, 2016 to May 31, 2017	Summer 2016 data analysis of ACCESS and NWEA	Not started

MTSS, Instruction

Action	Owner	Dates	Notes	Status
Design classroom walkthroughs with special focus on classrooms with resource teachers where MTSS strategies are being implemented	MTSS Team	Aug 22, 2016 to Sep 4, 2017	has been established in 2015-16- new process will start on SY16-17	Not started

MTSS, Diverse Learners, Instruction

Action	Owner	Dates	Notes	Status
Case Manager will design and implement parent workshops that provide actionable, practical strategies that parents can use at home to support achievement	Case Manager	Aug 29, 2016 to Jun 30, 2018	*(Blank)*	Not started

MTSS, Diverse Learners, Parental involvement

Action	Owner	Dates	Notes	Status
Collaboration between Gen Ed teacher and MTSS Lead teacher monthly to discuss Tier 2 and 3 students and the interventions being applied.	MTSS Coordinator, Teachers	Jul 18, 2016 to Jun 10, 2018	Meeting are occurring- new dates will start on SY16-17	Not started

MTSS

Action	Owner	Dates	Notes	Status
Develop an intervention plan structure tailored for diverse learners' needs of individual students	Case Manager,Teachers	Jul 25, 2016 to Aug 31, 2016	*(Blank)*	Not started

MTSS

Action	Owner	Dates	Notes	Status
Establish an MTSS team to create action plans in regards to academic and behavior interventions and determine effective evidence-based intervention for Tier 2 and Tier 3 students. Develop a year long plan.	Admin	Jun 27, 2016 to Aug 30, 2016	*(Blank)*	Behind

MTSS, Parental involvement, Parent resources

Action	Owner	Dates	Notes	Status
Inform parents about MTSS by creating a brochure that outlines the process, content, coordinator, and hosting an informational workshop. This will include a list of agencies and supports for families.	Admin, MTSS Team, Teachers	Jul 1, 2016 to Sep 5, 2016	*(Blank)*	Not started
Implementation of the Leader on Me curriculum	Principal, ILT and Teachers	Sep 6, 2016 to Oct 4, 2016	*(Blank)*	Not started

Professional development, Multi tiered support systems

Action	Owner	Dates	Notes	Status
PD on SINDY for all staff to ensure teaching practices and compliance	ILT	Sep 6, 2016 to Jun 16, 2017	*(Blank)*	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
If we strengthen school-wide norms and expectations for balanced assessment and student grading practices based on standards mastery	then we will see an increase in consistent vertical and horizontal alignment in unit and lesson plans and assessments and the exposure to CCSS to include multiple opportunities for demonstrating mastery of the standards	then we will see a better interpretation of students demonstrating mastery of standards

Tags:
Assessment

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Design and establish a cohesive school-wide grading system for grades K-8 that incorporates IEP and EL modifications.	Admin, Teachers	Jul 1, 2016 to Aug 31, 2016	grading system established	On-Track

Grading

Establish norms for how and when to use gradebook; establish standard-based grading system and include in the staff handbook	Admin, Teachers	Jul 1, 2016 to Sep 5, 2016	Established	On-Track

Grading

Develop teacher capacity in formative assessments OF Learning v. FOR learning and feedback through professional developments and cycles of continuous improvement.	Admin, ILT	Jul 1, 2016 to Sep 5, 2016	PQS has been established school wide, Flex PD professionally learning book club, ILT walkthroughs	On-Track

Assessment, Cycles of learning, Formative assessment

Develop teacher capacity in summative assessments, with an emphasis on performance based assessments, through professional developments and cycles of continuous improvement.	Admin, ILT	Jul 1, 2016 to Jun 24, 2018	Dr. Kiel from DePaul has provided PD workshops on Performance assessments	On-Track

Grading policy

Grading: Multiple graded activities that demonstrate the mastery of Standards in content areas. Admin and teachers will look at standards targeted in each unit of study. ALL grades will reflect multiple assignments aimed at mastering the Standard. Teachers will use the Unit plan and show how activities and mastery are reflected in the GRADEBOOK.	Admin, Staff	Jul 1, 2016 to Jun 30, 2017	PD from IMPACT team, weekly Grade band meetings	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Build teacher capacity through professional development topics including small group instruction, CCSS aligned unit plans, differentiated instruction,WIDA/ELD/SLA, Tags: Instruction, Professional development	Administration, ILT	Aug 1, 2016	Jun 30, 2018	On-Track
✚ Create a school wide curriculum map aligned to CCSS across grade bands. Tags: Instruction, Curriculum Design	ILT, Teachers	Aug 1, 2016	Sep 30, 2016	Not started
✚ Teachers will provide targeted differentiated instruction in grades K-8 in reading and math based on Rit levels and the Learning Continuum Tags: Instruction, Instruction	Teachers	Aug 22, 2016	Sep 5, 2016	On-Track
✚ Establish a progress monitoring process for each grade-band for students and create academic and behavioral goals targeting NWEA, ACCESS and MTSS. Tags: Instruction, MTSS, ILT, Balanced grading and assessment	Teachers, Admin	Aug 1, 2016	Sep 5, 2016	On-Track
✚ Ensure that Literacy and Math Blocks are scheduled uninterrupted to maximize instruction in LA and Math across all grade levels. 120 mins in K-2 and 60 mins in the Upper grades. Tags: Instruction, Instruction	Admin	Aug 11, 2016	Sep 5, 2016	On-Track
✚ Continue implementation of Heggerty Program with structured implementation, 15 mins daily, for K-2 including diverse learners and ELs Tags: Instruction, MTSS, Instruction	Teachers	Sep 5, 2016	Jun 25, 2018	On-Track
✚ Teachers and Case Managers will review IEP's to ensure that the triangulation of data is reflected in both IEP development and instructional planning. Tags: Instruction, MTSS, Diverse Learners, Instruction	Teachers, Case Manger,	Jul 25, 2016	Jul 24, 2017	On-Track
✚ School will invest in programs to support learning aimed at CCSS and standardized tests embedding differentiation of instruction and .balanced assessments Tags: Instruction, Instruction, Curriculum	Admin	Jul 3, 2017	Jul 3, 2017	On-Track
✚ Teacher will ensure that students develop individualized growth plans for NWEA, behavior and attendance. Tags: Instruction, Technology, Instructiion, Esl strategies	Teachers	Aug 22, 2016	Sep 5, 2016	On-Track
✚ Use technology to supplement reading and math skills targeted on the NWEA for all students, including diverse learners and ELL"s Tags: Instruction, Bilingual, English language learners	Admin, Teachers	Aug 22, 2016	Jun 26, 2017	On-Track
✚ School will modify curriculum for Bilingual instruction and native language support that is differentiated for all bilingual levels- for all grades. Tags: Instruction, Instruction priorities, Instruction planning	Bilingual ELPT, Admin	Aug 22, 2016	Sep 12, 2016	Not started
✚ Bilingual Lead Teacher will provide PD to all teacher on literacy instructional strategies for bilingual students aligned with the WIDA standards Tags: Instruction, Instruction priorities, English language learners	Bilingual Lead Teacher	Aug 8, 2016	Jun 18, 2018	Not started
✚ Increase the number of teachers certified in EL and Bilingual endorsements to address differentiated instruction by establishing a hiring process that advocates bilingual services Tags: Instruction, Instruction, Instruction planning, Instruction strategy	Admin	Jul 1, 2016	Jun 18, 2018	On-Track
✚ Teachers in grades K-2 will loop with their class so that a consistency in curriculum, instruction and evaluation is developed for 3 years. Tags: Instruction, Instruction, Resources	Principal, AP, ILT	Sep 6, 2016	Jun 15, 2018	On-Track
✚ Implementation of Writer's Workshop and Reader's Workshop for Balanced Literacy Tags: Instruction	Principal, AP, Teachers	Sep 6, 2016	Jun 22, 2018	Behind

District priority and action step	Responsible	Start	End	Status
✚ Revise the calendar of ILT lead grade band meetings to include exact dates and times of regularly scheduled meetings. ILT will meet every 3rd Thursday. Tags: ILT, ILT	ILT	Aug 1, 2016	Jun 30, 2018	Not started
✚ ILT holds bi-weekly grade band meetings Tags: ILT, ILT	ILT	Aug 1, 2016	Jun 30, 2018	Not started
✚ Develop expectations and roles and responsibilities for ILT Tags: ILT, ILT	ILT	Aug 1, 2016	Jun 30, 2018	Not started
✚ Admin and Lead teachers will conduct non-evaluative observations with actionable feedback using PQS model in order to improve instructional practices Tags: ILT, ILT, Instruction	ILT			Not started
✚ Admin, ILT, and Bilingual Lead will review unit plans and lesson plans to ensure that CCSS and WIDA standards are being embedded in their instructional practices and provide feedback to all teachers Tags: ILT, English Learners, Instruction	Admin, ILt, Bilingual Lead	Aug 22, 2016	Jun 18, 2018	On-Track
✚ Admin and ILT will lead curriculum mapping during BOY PDs to address differentiated instruction and align it with rigorous planning and assessemets Tags: ILT, Curriculum Design, Instruction	Admin, ILT	Jul 18, 2016	Sep 5, 2016	Not started
✚ Ensure professional development focused on data to advance instruction, identify off-track students using ICEL/RIOT, centered around Learning Cycles and Powerful Practices, as well as the integration of technology Tags: ILT, Professional Learning, ILT	Admin	Jul 1, 2016	Sep 5, 2016	Not started
✚ Admin, ILT and team teachers will meet during GBM to analyze BOY, MOY and EOY data, look at students work, progress monitor students', and set academic goals and plan for differentiated instruction to meet varying achievement levels needs of all students. Tags: ILT, Instructional leadership team, Instruction strategy	Admin, ILT,	Aug 22, 2016	Jun 11, 2018	On-Track
✚ ILI will conduct cycles of continued Improvement in purposing the lesson and quality of feedback to students Tags: ILT, ILT, Evaluation	ILT	Sep 6, 2016	Jun 23, 2017	Not started
✚ Standardize a monitoring tool to monitor academic, behavior and cycles of learning Tags: ILT	ILT, Principla, AP	Aug 26, 2016	Sep 30, 2016	Behind
✚ Establish a step-by-step MTSS guide and upload it to the drive Tags: MTSS	MTSS Coordinator	Aug 1, 2016	Jun 30, 2018	On-Track
✚ Embed MTSS strategies aimed at Tier 1, 2 and 3 interventions, as well as enrichments, in lesson plans at all grade level Tags: MTSS, MTSS, Instruction	MTSS Coordinator, Teachers	Aug 29, 2016	Jun 29, 2018	Not started
✚ MTSS coordinator will conduct monthly training and support to all staff on Tier I, II and III interventions at grade level meetings Tags: MTSS, MTSS	MTSS Coordinator	Jul 18, 2016	Jun 18, 2018	Not started
✚ Diverse Learner and EL teachers will analyze DLM, NWEA, ACCESS and data to identify areas where students need to grow and develop strategic action learning plans Tags: MTSS, MTSS, Instruction	MTSS Coordinator, DL and EL teachers	Jul 12, 2016	May 31, 2017	Not started
✚ Design classroom walkthroughs with special focus on classrooms with resource teachers where MTSS strategies are being implemented Tags: MTSS, MTSS, Diverse Learners, Instruction	MTSS Team	Aug 22, 2016	Sep 4, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Case Manager will design and implement parent workshops that provide actionable, practical strategies that parents can use at home to support achievement Tags: MTSS, MTSS, Diverse Learners, Parental involvement	Case Manager	Aug 29, 2016	Jun 30, 2018	Not started
✚ Collaboration between Gen Ed teacher and MTSS Lead teacher monthly to discuss Tier 2 and 3 students and the interventions being applied. Tags: MTSS, MTSS	MTSS Coordinator, Teachers	Jul 18, 2016	Jun 10, 2018	Not started
✚ Develop an intervention plan structure tailored for diverse learners' needs of individual students Tags: MTSS, MTSS	Case Manager,Teachers	Jul 25, 2016	Aug 31, 2016	Not started
✚ Establish an MTSS team to create action plans in regards to academic and behavior interventions and determine effective evidence-based intervention for Tier 2 and Tier 3 students. Develop a year long plan. Tags: MTSS, MTSS, Parental involvement, Parent resources	Admin	Jun 27, 2016	Aug 30, 2016	Behind
✚ Inform parents about MTSS by creating a brochure that outlines the process, content, coordinator, and hosting an informational workshop. This will include a list of agencies and supports for families. Tags: MTSS	Admin, MTSS Team, Teachers	Jul 1, 2016	Sep 5, 2016	Not started
✚ Implementation of the Leader on Me curriculum Tags: MTSS, Professional development, Multi tiered support systems	Principal, ILT and Teachers	Sep 6, 2016	Oct 4, 2016	Not started
✚ PD on SINDY for all staff to ensure teaching practices and compliance Tags: MTSS	ILT	Sep 6, 2016	Jun 16, 2017	Not started
✚ Design and establish a cohesive school-wide grading system for grades K-8 that incorporates IEP and EL modifications. Tags: Assessment, Grading	Admin, Teachers	Jul 1, 2016	Aug 31, 2016	On-Track
✚ Establish norms for how and when to use gradebook; establish standard-based grading system and include in the staff handbook Tags: Assessment, Grading	Admin, Teachers	Jul 1, 2016	Sep 5, 2016	On-Track
✚ Develop teacher capacity in formative assessments OF Learning v. FOR learning and feedback through professional developments and cycles of continuous improvement. Tags: Assessment, Assessment, Cycles of learning, Formative assessment	Admin, ILT	Jul 1, 2016	Sep 5, 2016	On-Track
✚ Develop teacher capacity in summative assessments, with an emphasis on performance based assessments, through professional developments and cycles of continuous improvement. Tags: Assessment, Grading policy	Admin, ILT	Jul 1, 2016	Jun 24, 2018	On-Track
✚ Grading: Multiple graded activities that demonstrate the mastery of Standards in content areas. Admin and teachers will look at standards targeted in each unit of study. ALL grades will reflect multiple assignments aimed at mastering the Standard. Teachers will use the Unit plan and show how activities and mastery are reflected in the GRADEBOOK. Tags: Assessment	Admin, Staff	Jul 1, 2016	Jun 30, 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.

Hearst Elementary School will continue to foster parental involvement through continuous collaboration to monitor, plan and revise programs under NCLB Title I Funds. We currently have an active Parent Advisory Council (PAC), BAC, and & LSC. Meetings are held once a month to review the Title I Budget and plan for allocations accordingly. In addition, these meetings will provide parents with the opportunity to learn skills on how to deal with social/emotional issues through on-going workshops. Information of all instructional and non-instructional concerns are addressed to ensure that parents get the necessary support to raise their children education with the best support possible. These collaboration and parental involvement meetings will continue for the FY16 school year. Parents will continue to attend these meetings, receive training and offer input on the NCLB programs in terms of recommendations and reviews for improvement. Administration will work with parents to continue to offer continuous collaboration in this process. Principal has set up monthly meeting with parents/community to receive feedback, comments, and suggestions for improvement.

The school will hold an annual meeting at a time convenient to parents 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

Principal will hold an annual informational and organizational meetings for PAC no later than September 2016. At this time, parents will be informed of the school's NCLB Title I Program, School's CIWP, Parent- Involvement Policy, Budget, and guidelines for the program. Parents will be invited to offer input on what they would like in terms of program offerings, services and materials/ supplies. In addition, parents will be informed of their right to be involved and will be encouraged to participate in the program. Annual elections will be held for most programs to fill vacancies or elect new members. Parents will decide on date, time and place for an organizational meetings. A year-long calendar will be developed with dates of meeting and relevant topics to ensure high participation from parents. In addition, to the mandated parent-teacher conference days, the school will also provide an opportunity for parents to request separate conferences with the teacher throughout the year. The school will host Literacy, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and how they can support the learning at home.

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.

Principal will facilitate a meeting (s) at the beginning of the school year to bestow parents with school's established curriculum, instructional programs, students' academic progress, tools in-placed to measure success and levels of expected achievement. Principal will hold meetings with parents on a monthly basis and will be on-going throughout the school year as needed or suggested by PAC. Parents will be given ample notice of the meetings dates and times as agreed by committees. School Community Liaison will facilitate communication with parents, students and the community and inform them of instructional and social / emotional programs and other workshops and/or services provided at the school targeting parental involvement, awareness and student's achievement. The school sends home progress reports as directed by CPS. The school also instructs teachers to monitor students' progress and reach out to parents if there is a concern. Parents are also instructed and aided in signing up for parent portal so they can monitor their child's progress.

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.

Hearst continues to solidify its parental involvement committees. Opportunities to meet weekly are given to all committees, PAC, BAC, and LSC. These meetings are primarily run by parents. In these meetings parents will be given ample opportunity to participate, give input, suggestions, and make recommendations on school programs, school services, in-services, learning activities and other topics related to student achievement and parent training. Parents will be involved in the decision process at all times including in the CIWP. We hold the mandated parent-teacher conference days, but the school also provides the opportunity for parents to request separate conferences with the teacher throughout the year. The school will hosts Literacy, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and how they can support the learning at home.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Hearst School will provide parents with a report of their child's performance on a form of a Report Card. In addition, school wide scores of State and School Based Assessments of students to be reviewed with parents with individual reports given to parents. Principal / Principal's Designee will host open meetings for parents and students to learn more about how to interpret and understand the results. In addition, school counselor will give opportunities to parents to come and meet one-on-one and review he results. These meeting will be held at least 3 times a year. The school requests parent involvement to aid the school in the primary grades as well as helping the school with recess and lunchroom supervision. Parents are also used as volunteer classroom helpers/tutors.

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.

Hearst complies with the requirements under the NCLB program to hire highly qualified teachers. In circumstances when students are not taught by a High Qualify Teacher, Principal will inform parents via letter and provide an opportunity for them to come to school and meet with him or other school Admin to obtain clear understanding of the Not High Qualify Teacher. Principal will monitor staff continuously to ensure staff is fully in compliance Title I. We constantly monitor the ISBE site to ensure the students are being taught by highly qualified individuals. A letter will be sent home notifying the parents if that is not the case. It is our mission to have a "highly qualified" teacher in every room.

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.

Hearst will continue to build awareness to all stakeholders of the state's academic content standards; the state's student academic achievement standards and the state and local academic assessments and other assessments by inviting all parents to an informational meeting at the beginning of the school year. The annual Title I meeting in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title I will be discussed during this meeting. In addition, parents will be informed of the school's mission and how the daily instruction is aligned with the school's curriculum. During Orientation and Open House, the school will provide in-services to all parents on how to access the Parent Portal in IMPACT and monitor their child's progress. Parent trainings will also be offered throughout the year on how to read and interpret report cards and provide parents with skills and ways that parents can support their children academically at home to improve their achievement. Furthermore, parents will receive academic progress reports every five weeks and parents will be encouraged to come to school and meet with their child's teacher to discuss academic progress. Also, parents are welcome to Hearst to sit in their child's classroom to witness the daily instruction, school climate and how instructional materials and other resources are used to support daily instruction. During the monthly meetings, part of the agendas is to review the states' and local standards and assessments so that the community is aware of them and the implications to the school and 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.

Hearst will host technology and adult literacy training programs each year for parents and community members. Through community partnerships and community based organizations, the school will bring different programs, services and activities to our parents at no cost. The school community liaison works collaboratively with these agencies to provide training to parents in academic areas and non- academic areas. Agencies also offer programs targeting students' social/emotional well-being like prevention programs, bullying and counseling. Whole family participation in these programs will be promoted. In addition, NCLB Title 1 will provide funding for parents to attend conferences, seminars, and workshops on these topics. All these programs and activities for will focus on parental involvement aimed at students' achievement. The mission of the PAC is to provide parents with the necessary training to assist their children and create a true partnership with the school to promote academic achievement. The PAC budget has been developed and approved to meet these needs.

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.

Hearst will expose and encourage teachers to participate in extracurricular activities; like Literacy Night, Math Night, Movie Night, Walk- A-Thons and Pot-Lucks. Teachers also are encourage to participate in field-trips and invite parents to participate. Teaches hold conferences with parents on a monthly or quarterly basis. Also, the school will continue to provide opportunities for all staff to ally with parents in all educational and emotional aspects by providing on-going professional development in building working relationships with parents to create a strong bond between school, parent and teachers. This will include workshops given during regular staff meetings as well opportunities to attend outside seminars, in-services and other professional development. Faculty and staff are committed to establish strong and clear channels of communication with all parents about student's academic progress and needs of improvement via phone calls, correspondence or on-one meetings. During the back-to-school PD days, one of the sessions will be on how and why it is important to forge that lasting bond between the teachers and the parents and how teachers can leverage this partnership when faced with difficult situations.

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.

Hearst encourage parents to be involved in the school to support academic programs for all grade levels. Parent meetings are open for every parent to participate in academic activities to further learn about our programs for our students from pre-school to the middle school and learn how these programs will benefit and expand their children education. These will allow parents to fully participate in their child's education. We always encourage parent volunteers in the pre-k programs. The school will have a sign-up process for parents to volunteer in the program

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.

Hearst provides monthly school calendars highlighting activities, programs, events and meetings of the month in both languages English and Spanish. Information for all meetings is also disseminated by posting information at Main Entrance doors and school's Marquee. Also, related material regarding information about the school, activities, programs and other opportunities to parents is send via correspondence with students. On the school's monthly calendar send home, information is also shared about activities and upcoming events by our School community Liaison. Announcements are made in the parent's native language as needed. All information pertinent to the school, meetings, etc. are sent home via the students' backpacks in both Spanish and English as well as being posted on the school's website. The school plans on using CPS' new system that is replacing the robo-calls as well to disseminate information to families.

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)

All boxes are checked

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 provide a a high - quality education to all our students by implementing a rigorous curriculum aligned with common core standards, supported by professional development to build teacher capacity and ensure differentiation of instruction and producing challenging assessments in the content areas for all students and obtain targeted academic achievement for our students to succeed in a post- secondary education. School will continue to promote a culture of support to the staff, students, parents and community members by promoting school's safety, parental involvement, community input high expectation for all of our students.

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.

Hearst will continue to promote parent-teacher conferences. In addition to the two mandated Parent-Teacher conferences by the school board, Nov. and April, our school will also host a Fall Open House where we invite all parents to meet the teachers and staff to establish channels of communication. Parent-Teacher conferences will be held through out the school year as needed when requested by a parent, a teacher or Admin to discuss academics, social/emotional support or academic progress.

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

The school sends home progress reports and report-cards as directed by CPS. In addition, the school also instructs teachers to monitor students progress and communicate to parents when students are not performing at their level. A monitoring academic tool is in-placed for students who are off-track and it involves parent participation. Parents are also instructed and aided in signing up for parent portal so they can monitor their child's progress. Parents also revieve progress reports from state assessments: NWEA- PARCC TRC..

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

Teacher are directed to establish strong channels of communication with parents. Teaches are available to meet with parents before, during and after school with prior request. We hold the mandated parent-teacher conference days, but the school also provides the opportunity for parents to request separate conferences with the teacher throughout the year. The school will hosts Literacy, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and how they can support the learning at home. Also, parents can communicate with teachers via- email, phone calls or correspondence. At the beginning of the school year, teachers send a letter with all this information.

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.

Hearst has an open-door policy. Parents are encourage to volunteer in school activities, field-trips and in the classrooms. This invitation is extended through out the year during open meetings with parents. The school, specially, requests parent involvement to aid the school in the primary grades as well as helping the school with recess and lunchroom supervision. Parents are also used as volunteers in the classrooms to help with small group instruction and tutoring for our most "At Risk" students. All of our parent volunteers are asked to follow the CPS Volunteer Protocol.-

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

Parental involvement in students' education is vital for students to succeed. At Hearst, we value the commitment of all parents who support their children's learning. Parents can engage and support their children academic journey by:
- monitoring their children's attendance
- making sure their children come to school well prepared
- providing assistance and monitoring completion of homework
- reading to or with their children
- volunteering for school related activities
- encouraging positive use of their child's extracurricular time
- participating, as appropriate, in decisions related to their children's education
- providing a positive home environment and encourage their children to learn
-checking agendas for homework
-making sure they are well rested and ready to learn
-providing and secure and safe environment at home
parent club to assist students on homework

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

Parents are invited to participate in the decision making of the school's priorities- CIWP. In addition, parents are invited to participate and attend monthly meeting, LSC, PAC, BAC and 2nd Cup of Coffee Chat with the Principal, through out the year. They also participate in decisions relating to the education of their children by participating in parent surveys, parent/teacher conferences, school improvement and informational meetings.

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

The students will share the responsibility for improved student academic achievement by:
- Doing their homework every day and asking for help when needed
- Arriving to school on time and be ready to learn at the start of the day
- Reading at least 20 minutes everyday outside of school time
- Making sure their parents/legal guardians receive all notices and information sent home by the school.
- Treating other students and staff with respect.
- Monitoring their own academic progress and NEWA growth targets
- Setting academic goals - NWEA
-Following the rules and guidelines in the Hearst Student's Handbook and CPS Students Code of Conduct
-Be actively engaged on school activities to promote a positive environment: CHAMPS, P.OD. Counseling- Anger Management

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 increase student academic achievement through parental involvement; specify your goals.

Our goals at Hearst:

1) To build long-lasting parent and community involvement at school level through targeted communication and experiences that build understanding of our school's vision and mission; then we will nurture strong communication and supportive bonds with parents and community members in key aspects of our school's curriculum, rigorous instruction and Social and Emotional supports and interventions.

2) To develop and implement engaging learning opportunities to parents with school-based organizations and the community to build understanding of the key aspects of high educational priority initiatives in our school; then we will give parents a voice and enhance their understanding on key aspects that impact their child's education.

3) To enhance awareness and build understanding of key aspects of College and Career Readiness among parents, so that we will increase awareness of educational opportunities beyond high school to our students and parents.

Tentative Timeline: September 2016- a) Annual Title I Informational Meeting b) PAC Organizational Meeting

From October 2016 to June 2017- the PAC will host training, workshops, informational sessions on: NWEA, ACCESS, CCSS, PARCC, PARENTAL PORTAL, BILINGUAL -WIDA STANDARDS, NUTRITION, SOCIAL EMOTIONAL, AUTISM, LITERACY/MATH, PARENTING, - all aimed to parental involvement to increase students' academic achievement. DATES AND TIMES WILL BE PENCILED BY THE COMMITTEE-

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.	$	100	.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.	$	400	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	250	.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)	$	1340	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.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.	$	50	.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