



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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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

Hendricks has a culture of collective responsibility that creates an environment that ensures professional and overall student success. All teachers are assigned to committees that diligently come up with strategic plans that align to the school's overall vision and mission statements. These committees include the I.L.T., Leadership Team, Department Teams, P.P.C., P. P.L.C., and P.A.C.

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	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

1 2 3 4

Hendricks' I.L.T. has scheduled meetings twice monthly. The team works collaboratively analyzing data to drive decisions to improve the overall quality of instruction at the school. The team gathers and uses current student, school, and teacher performance data to review and revise school and classroom practices as needed. The I.L.T. has a system of informing all stakeholders of key data and the work of the I.L.T. through emails, data wall, and department meetings as well as working with teachers to feel more comfortable in sharing powerful classroom practices.

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	<ul style="list-style-type: none"> ✓ 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

At Hendricks, structure time is in place which allows teachers to collaborate, learn, and exchange ideas collectively. Teacher support is given to address specific challenges associated with changing classroom practice. Monthly, summer professional development, computer science/science, and quarterly ILT network PD are utilized to improve student learning and address professional growth. Professional books and articles have been ordered and used to assist teachers with best practices in education. However, schedules and systems need to be created to conduct peer observations and coaching. In addition, we must provide induction and support to new teachers; new teachers must be assigned a skilled mentor.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

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At Hendricks, the school day is designed to respond to student needs. The budget is aligned to address C.I.W.P. priorities and the school mission. Grants have been sought and obtained to support school needs. Partnerships with the University of Chicago, Brookfield Zoo, Fellowship M.B. Church, M.A.D.E., New Balance and Eden Place have been established to engage community members and acquire resources.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.

- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Hendricks' staff adhere to the CPS content framework and the common core standards, which includes diverse learners, English learners, and advanced learners. Improvements are still needed in aligning units of instruction in scope and sequence maps, and pacing units and lessons appropriately.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 2 3 4

Students at Hendricks each have their own textbook for each of their subject areas. Teachers have the materials: teacher edition, non-fiction magazines, textbooks, Instructional kits, science equipment and supplies, manipulatives for instruction in subjects they teach, as well as supplementary materials, band instruments, and art supplies. There is also a well-organized leveled book and material room where other resources that may be utilized to reach all students at various levels. The school has two chrome book carts which represents a 1:3 chrome book to student ratio and one Ipad cart. Teachers also have access to smart boards, projectors, graphing calculators and elmos' to enhance instruction. There are computer programs, such as: Think Through Math, Khan Academy, Think Cerca, and other educational websites, teachers incorporate into their curriculum.

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	<ul style="list-style-type: none"> ✓ 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	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. 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

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Hendricks staff embraces the belief that all students can learn. Teachers plan and assign tasks which are aligned with standards-based learning objectives that are cognitively challenging for each student; the individual student is required to provide evidence for his/her reasoning. Student work is examined on a regular basis to identify and showcase the qualities of strategic thinking. Nevertheless, we must provide more opportunities for students to develop authentic work beyond the instructor to motivate learners to meet standards. Hendricks staff must also create an environment where students are proactive in persevering, initiating improvements, making revisions, and adding details as it relates to high quality work.

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](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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. 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

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8th grade students complete a questionnaire to address goals and career aspirations. City-wide high schools are invited to speak with the middle grade students. The high school application process is closely monitored by classroom teachers, the school counselor and the Dean of Students.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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 understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

Hendricks educators plan a range of effective pedagogical approaches that are adequate for student learning of designated concepts which are taught. In addition, teachers anticipate student misconceptions. The techniques known as the Socratic method and discussion are utilized to increase student understanding of content as well as challenge students. Pupils are engaged in their learning process. Instructors monitor the effect of their teaching on student learning. In conjunction with teacher instruction, pupils are assessed formatively. Teachers frequently adjust instruction to address student misunderstandings or advanced needs. Yet, students need to be given more opportunities to extend content by explaining concepts to their peers.

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	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP 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

Hendricks' staff transforms instruction so individual students misunderstandings are addressed successfully in differentiated and small learning groups. However, a well-developed system for monitoring students interventions and progress based on their targeted and intensive instructional plan needs to be created.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	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

Hendricks' staff makes assessments accessible to students, including diverse learners, and we utilize assessments that reflect the key shifts in reading, writing and mathematics as it relates to formative and summative assessments. There is a need to collaborate on building common assessments across grade levels and subject areas.

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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

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

Hendricks has a culture that reflects a shared belief in the importance of learning and hard work, through developing students' perseverance, utilizing their environment to seek a deeper understanding and going beyond explicit information. Additional support systems are needed to encourage student resilience and hard work.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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

Hendricks staff continuously collaborate on topics concerning best practices for instruction and effective classroom management. Hendricks has several intervention programs in place to address appropriate student interactions and behavior. These programs include Restorative Justice, Second Step, CHAMPS, PBIS, Wrap-Around Services for Families and the Dialogue for Peace Program. Plans are in place to reintegrate our mentoring program for students.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**

- Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 **3** 4

Students are exposed to a variety of extra-curricular and enrichment activities such as MADE, Fellowship After school Program, Girl Scouts, Band and Guitar clubs. Middle-grade students are given the option to select art, music or a computer course as an elective. Students participate in creating classroom rituals, procedures, rewards and consequences that enhance the overall classroom and school environments. Student inquiry and questioning are evident in classrooms across curricula. We recognize the need to re-establish the student government association to give students an even greater voice.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.

- Incorporate writing for audience beyond the teacher (presentation based learning).
- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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

All staff work diligently to ensure that the school day is run in an orderly and safe fashion. Staff members are placed at assigned posts throughout the school to monitor these transitions. Hendricks employs a security guard, off-duty Chicago Police Officer, a disciplinarian and safe passage workers.

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

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.

1 2 3 4

Hendricks has systems in place to reinforce student behavior with clear expectations, routines and procedures. Positive affirmations by the principal each morning set the tone for the school day. The school has a dean that works closely with the staff to ensure that classroom disruptions are limited. Second Step, Champs and P.B.I.S are part of Hendricks social emotional approaches, to address MTSS. Teachers also contact families frequently to inform them of positive student behavior and progress.

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

Parent Partnership:

Score

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.

1 2 3 4

Hendricks School offers several means to increase school-parent partnerships. Regular communication is provided via Hendricks School website, classroom and school newsletters, phone calls, parent handbook and access to Local School Council minutes. Grade level meetings are held at the beginning of each school year with parents, where the teacher provides the standards and expectations for their respective grade level. Sessions are held regularly instructing parents on how to access and use the Parent Portal. Parents are informed of and invited to student assemblies and exhibitions held at the school as well as at other venues. Additional supports are needed to increase the overall parent involvement.

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	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: 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 Quality Teaching: Instruction	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: 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: 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

4 Culture of & Structure for Continuous Improvement: Aligned Resources

1 2 3 4 5

Goals

Required metrics (Elementary)

8 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
This data is compared to other schools in the city based on a comparison with the percent of students meeting their growth targets in reading. For the next school year, targeted reading intervention, after school reading tutoring and The focus will continue to on planning with teachers to evaluate curriculum mapping, pacing guides and lesson plans. Professional development will continue	80.00	11.00	40.00	50.00
National School Growth Percentile - Math				
This data is compared to other schools in the city based on a comparison with the percent of students meeting their growth targets in math. For the next school year, targeted math intervention, after school math tutoring and	50.00	37.00	45.00	55.00
% of Students Meeting/Exceeding National Ave Growth Norms				
I will continue to secure rigorous resources, address text compexity and analyze data to inform instruction with staff. I will continue to build capacity and stability with staff in my small school.	64.90	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
With the high mobility rate impacting our	77.00	13.00	40.00	50.00
Hispanic Growth Percentile - Reading				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
Targeted reading and math resource teachers to meet IEP goals	(Blank)	1.00	50.00	50.00
African-American Growth Percentile - Math				
(Blank)	52.00	37.00	45.00	55.00
Hispanic Growth Percentile - Math				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Math				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	(Blank)	2.00	50.00	50.00

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

The percent of students at or above grade level in comparison nationally. To achieve students meeting grade level we will continue to use text that challenges students to think critically	10.00	10.00	20.00	30.00
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National School Attainment Percentile - Math (Grades 3-8)

(Blank)	14.00	18.00	20.00	30.00
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	7.00	4.00	10.00	15.00
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National School Attainment Percentile - Math (Grade 2)

(Blank)	4.00	2.00	10.00	15.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

Average daily attendance has gone up. This is the third consecutive year of growth. We expect to see continued growth next year. We will	90.40	92.60	93.00	94.00
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My Voice, My School 5 Essentials Survey

We will maintain our current rating of well organized and hope to improve the sub categories of supported environment and involved families.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

5 of 5 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
OSS per 100 (all students)				
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	9.32	18.77	16.14	13.88
OSS per 100 (Diverse Learners only)				
The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 28% annually.	13.66	30.15	21.71	15.63
Number of Group 4, 5, 6 Infractions				

This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.

28.00 42.00 40.00 36.00

Use of Codes 3-6 and 4-9

This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary and no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.

1.00 18.00 7.00 4.00

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 85% over a 3-year period.

64.20 72.90 75.00 80.00

Strategies

Strategy 1

If we do...

If we continue to align units for literacy, mathematics and science (horizontally/vertically) to common core standards, NGSS and SEL with a focus on differentiated instruction by analyzing student data (EOY-BOY-MOY) as well as pace units based on a quarterly feedback cycle which will align to an organized school-wide assessment schedule.

...then we see...

The development of a planned, purposeful, and progressive curriculum that is systematically in place where common core standards, NGSS and SEL are being addressed.

...which leads to...

1. Organized School-Wide Assessment Schedule
2. Increased levels of student growth on NWEA in reading and math by 10%
3. Increased levels of students attainment on NWEA in reading and math by 5%

Tags:
Curriculum Design

Area(s) of focus:
1

Action step ⓘ

Teachers will differentiate instruction and lessons for diverse learners based on RIT bands and IEP accommodations while providing them with weekly alternative assessments such as performance tasks, portfolios, and authentic assessments.

Responsible ⓘ

Gen Ed & Spec Ed classroom teachers

Timeframe ⓘ

Sep 6, 2016 to Jun 16, 2017

Evidence for status ⓘ

(Blank)

Status

On-Track

Diverse Learners, Differentiated instruction, IEP

Implement quarterly math tests that reinforce the 8 Mathematical Practices across grade levels and analyze results as a school team to decide the instruction needed for improvement on a monthly basis.

Classroom teachers

Sep 6, 2016 to
Jun 16, 2017

Implemented

Not started

Math, Curriculum, Academics, Assessments

Ensure all teachers are aware of RIT bands in reading and math and provide resources around identifying tiered supports and creating small groups.

Classroom teachers

Sep 6, 2016 to
Jun 16, 2017

Meeting planned in August

On-Track

MTSS, Literacy/Reading, Math, Differentiated instruction, Assessments, Small group instruction

Develop quarterly curriculum maps that align units of instruction and examine formative data to determine mastery pace for reading, math and science.

Classroom teachers,
ILT, Administrator

Sep 6, 2016 to
Jun 16, 2017

(Blank)

Not started

Literacy/Reading, Math, Science, Curriculum Design, Assessments

Implement technology support to differentiate math lessons which include Think Through Math, Khan Academy, and IXL.com/math. Monthly student progress will be analyzed by classroom teachers to influence educational practices.

Classroom teachers,
Technology
Coordinator

Sep 6, 2016 to
Jun 16, 2017

(Blank)

On-Track

Math, Technology, Differentiated instruction

Implement technology support to differentiate ELA lessons which include Think Cerca, IXL.com/language and Khan Academy. Monthly student progress will be analyzed by classroom teachers to influence educational practices.

Classroom teachers,
Technology
Coordinator

Sep 6, 2016 to
Jun 16, 2017

(Blank)

On-Track

Literacy/Reading, Technology, Differentiated instruction

Institute small group instruction in reading by utilizing leveled readers across grade levels.

Classroom teachers

Sep 6, 2016 to
Jun 16, 2017

(Blank)

On-Track

Literacy/Reading, Differentiated instruction

Integrate field-based learning through the University of Chicago, Brookfield Zoo and Eden Place to gain a better understanding of NGSS standards, science inquiry, and best practices (methods) for teaching science. Teacher participants will disseminate knowledge gained with professional development for Hendricks staff.

Teacher participants

Sep 6, 2016 to Jun 16, 2017

(Blank)

On-Track

Science, Professional Learning

Increase student understanding of the NGSS standards by implementing science and engineering practices as well as cross-cutting concepts. Middle grade students will incorporate computer science practices and concepts within the context of life, physical and earth sciences, which will include the exploration of STEM concepts.

Classroom teachers

Sep 6, 2016 to Jun 16, 2017

(Blank)

On-Track

Science, Computer Science, Instructional practices

At the end of the year, teachers will continue the practice of creating a student profile for the EOY data and portfolio with samples of student writing, math and reading assessments. Teachers will continue to create and develop action plans using data from BOY and MOY.

All teachers

Jun 13, 2016 to Jun 14, 2017

Action plans and EOY

On-Track

Academic, Teacher reflection, Analysis of data, progress monitoring, rit instruction, small group instruction, Analyze data, Assessment data

Strategy 2

If we do...

Monitor students who do not meet grade level benchmarks and provide interventions based on their targeted and intensive instructional plan, while monitoring their attendance.

...then we see...

Small group and differentiated instruction that is evident in all classrooms. There will also be, an increase in student attendance and on track data.

...which leads to...

1. Improved student attendance by 2%
2. Increased academic growth on NWEA by 10%
3. Development of quarterly action plans that address the needs of all learners through small group instruction

Tags:
MTSS

Area(s) of focus:
2

Action step

Identify students whom fall below the 50% mastery level of grade level content.

Responsible

Classroom teachers
Administrators

Timeframe

Sep 6, 2016 to Jun 16, 2017

Evidence for status

Meetings are progressing as planned.

Status

On-Track

Teacher Teams/Collaboration, Data, Academic gain, Assessments, Academic expectations

Create an instructional plan to address the student/students' area of need, utilizing standardized test scores, learning continuum, summative and formative assessments.

Classroom teachers
MTSS Team

Sep 6, 2016 to
Jun 16, 2017

(Blank)

On-Track

Assessment, Intervention, Aligned resources, Tier 2 & 3, Data analysis

Progress monitor to analyze the effectiveness of the intervention (small group, after school tutoring, etc.) to address the following:
*was goal met
*positive, questionable or ineffective intervention.
*continue or intensify intervention.
*modify or replace intervention.

Classroom teachers
MTSS Team

Sep 6, 2016 to
Jun 16, 2017

(Blank)

On-Track

Academic gain, Tier 2 & 3, Assessments, Progress monitoring, Data analysis

Intensified intervention for students who have little or no gains from the Tier 2 intervention. Groups will consist of 2-4 students, of which the intervention is targeted, duration and frequency is implemented with fidelity, and utilize differentiated instruction.

Classroom teachers
MTSS Team

Sep 6, 2016 to
Jun 16, 2017

(Blank)

On-Track

Intervention, Academic gain, Instruction, Tier 2 & 3, Support

Acknowledgments are communicated daily for classrooms with perfect attendance. Students in turn receive personal incentives for their individualized attendance in the form of:
*school carnival
*Henry dollars
*field trips
*dances
*school store/cart
*surprise incentives

Teachers
Staff (school & retired)
Principal
Local School
Council

Sep 6, 2016 to
Jun 16, 2017

(Blank)

On-Track

Attendance, Intervention, SEL, Student engagement

Strategy 3

If we do...

Develop a system of balanced assessment and grading that is consistent throughout the school.

...then we see...

Common grading and assessment practices throughout the school.

...which leads to...

1. A balanced system that effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness which will lead to an increase of on-track data by 5%.
2. Actionable data to inform planning for instruction, academic support and resource

allocation.

Tags:
Balanced grading and assessment

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status
School will institute a system of grading which is consistent throughout the building.	Classroom teachers, Administrator	Sep 6, 2016 to Jun 16, 2017	(Blank)	On-Track

Grading, Gradebook

Development of category and weights (on Gradebook) that is consistent across all grade levels.	Classroom teachers, Administrator	Sep 6, 2016 to Jun 16, 2017	(Blank)	On-Track
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Grading, Gradebook, Grade system

Development of unit assessments in the core curriculum areas (aligned with the common core curriculum) by department and grade level teams to be evaluated at the end of each quarter.	Classroom teachers	Sep 6, 2016 to Jun 16, 2017	(Blank)	Not started
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Invest in resources (such as the Assessment Design Toolkit) to assist teachers in the evaluation and improvement of quality, formative assessments.	Administrator, ILT	Jul 1, 2016 to Nov 16, 2016	(Blank)	Not started
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Assessment

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will differentiate instruction and lessons for diverse learners based on RIT bands and IEP accommodations while providing them with weekly alternative assessments such as performance tasks, portfolios, and authentic assessments.</p> <p>Tags: Curriculum Design, Diverse Learners, Differentiated instruction, iep</p>	Gen Ed & Spec Ed classroom teachers	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✚ Implement quarterly math tests that reinforce the 8 Mathematical Practices across grade levels and analyze results as a school team to decide the instruction needed for improvement on a monthly basis.</p> <p>Tags: Curriculum Design, Math, Curriculum, Academics, Assessments</p>	Classroom teachers	Sep 6, 2016	Jun 16, 2017	Not started
<p>✚ Ensure all teachers are aware of RIT bands in reading and math and provide resources around identifying tiered supports and creating small groups.</p> <p>Tags: Curriculum Design, MTSS, Literacy/Reading, Math, Differentiated instruction, Assessments, Small group instruction</p>	Classroom teachers	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✚ Develop quarterly curriculum maps that align units of instruction and examine formative data to determine mastery pace for reading, math and science.</p> <p>Tags: Curriculum Design, Literacy/Reading, Math, Science, Curriculum Design, Assessments</p>	Classroom teachers, ILT, Administrator	Sep 6, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Implement technology support to differentiate math lessons which include Think Through Math, Khan Academy, and IXL.com/math. Monthly student progress will be analyzed by classroom teachers to influence educational practices.</p> <p>Tags: Curriculum Design, Math, Technology, Differentiated instruction</p>	Classroom teachers, Technology Coordinator	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Implement technology support to differentiate ELA lessons which include Think Cerca, IXL.com/language and Khan Academy. Monthly student progress will be analyzed by classroom teachers to influence educational practices.</p> <p>Tags: Curriculum Design, Literacy/Reading, Technology, Differentiated instruction</p>	Classroom teachers, Technology Coordinator	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Institute small group instruction in reading by utilizing leveled readers across grade levels.</p> <p>Tags: Curriculum Design, Literacy/Reading, Differentiated instruction</p>	Classroom teachers	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Integrate field-based learning through the University of Chicago, Brookfield Zoo and Eden Place to gain a better understanding of NGSS standards, science inquiry, and best practices (methods) for teaching science. Teacher participants will disseminate knowledge gained with professional development for Hendricks staff.</p> <p>Tags: Curriculum Design, Science, Professional Learning</p>	Teacher participants	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Increase student understanding of the NGSS standards by implementing science and engineering practices as well as cross-cutting concepts. Middle grade students will incorporate computer science practices and concepts within the context of life, physical and earth sciences, which will include the exploration of STEM concepts.</p> <p>Tags: Curriculum Design, Science, Computer Science, Instructional practices</p>	Classroom teachers	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ At the end of the year, teachers will continue the practice of creating a student profile for the EOY data and portfolio with samples of student writing, math and reading assessments. Teachers will continue to create and develop action plans using data from BOY and MOY.</p> <p>Tags: Curriculum Design, Academic, Teacher reflection, Analysis of data, progress monitoring, rit instruction, small group instruction, Analyze data, Assessment data</p>	All teachers	Jun 13, 2016	Jun 14, 2017	On-Track
<p>✦ Identify students whom fall below the 50% mastery level of grade level content.</p> <p>Tags: MTSS, Teacher Teams/Collaboration, Data, Academic gain, Assessments, Academic expectations</p>	Classroom teachers Administrators	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Create an instructional plan to address the student/students' area of need, utilizing standardized test scores, learning continuum, summative and formative assessments.</p> <p>Tags: MTSS, Assessment, Intervention, Aligned resources, Tier 2 & 3, Data analysis</p>	Classroom teachers MTSS Team	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Progress monitor to analyze the effectiveness of the intervention (small group, after school tutoring, etc.) to address the following: *was goal met *positive, questionable or ineffective intervention. *continue or intensify intervention. *modify or replace intervention.</p> <p>Tags: MTSS, Academic gain, Tier 2 & 3, Assessments, Progress monitoring, Data analysis</p>	Classroom teachers MTSS Team	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Intensified intervention for students who have little or no gains from the Tier 2 intervention. Groups will consist of 2-4 students, of which the intervention is targeted, duration and frequency is implemented with fidelity, and utilize differentiated instruction.</p> <p>Tags: MTSS, Intervention, Academic gain, Instruction, Tier 2 & 3, Support</p>	Classroom teachers MTSS Team	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Acknowledgments are communicated daily for classrooms with perfect attendance. Students in turn receive personal incentives for their individualized attendance in the form of: *school carnival *Henry dollars *field trips *dances *school store/cart *surprise incentives</p> <p>Tags: MTSS, Attendance, Intervention, SEL, Student engagement</p>	Teachers Staff (school & retired) Principal Local School Council	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ School will institute a system of grading which is consistent throughout the building.</p> <p>Tags: Balanced grading and assessment, Grading, Gradebook</p>	Classroom teachers, Administrator	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Development of category and weights (on Gradebook) that is consistent across all grade levels.</p> <p>Tags: Balanced grading and assessment, Grading, Gradebook, Grade system</p>	Classroom teachers, Administrator	Sep 6, 2016	Jun 16, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Development of unit assessments in the core curriculum areas (aligned with the common core curriculum) by department and grade level teams to be evaluated at the end of each quarter. Tags: Balanced grading and assessment</p>	Classroom teachers	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Invest in resources (such as the Assessment Design Toolkit) to assist teachers in the evaluation and improvement of quality, formative assessments. Tags: Balanced grading and assessment, Assessment</p>	Administrator, ILT	Jul 1, 2016	Nov 16, 2016	Not started

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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students 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 supplant 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.

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

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

The Annual Title I meeting will be held on Thursday, September 29, 2016. The organizational meeting will be held on October 7, 2016. The entire Title I program will be explained in detail and made available to the parents and community. The future PAC meetings will be held at alternative times and places to accommodate parents who may be working or in school. Each Thursday, students will bring home Thursday folders filled with information on school and many parent activities along with notification of the PAC and LSC meetings. The PAC and LSC meetings will be posted outside on the marquee, bulletin board, calendar inside of the school, flyers posted on the doors and frequent robo-calls will be made. These are continuing efforts to keep parents informed and updated on ways to get involved.

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.

On September 22, 2016, there will be a meeting informing parents and guardians about the curriculum, the academic assessment tools and how to interpret the information. Notices will go out to parents allowing them ample time to rearrange their schedules. If needed, there will be another meeting to accommodate parents who have conflicting schedules.

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.

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

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

During report card pick-up in November, each parent will receive their child's performance on the State Assessment in language arts, math, and science where applicable.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

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

Schools will assist parents of participating 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.

In September 2016, there will be a meeting informing parents and guardians about the curriculum, the academic assessment tools and how to interpret the information. Notices will go out to parents allowing them ample time to rearrange their schedules. If needed, there will be another meeting to accommodate parents with conflicting schedules.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

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

Schools will educate all staff in the value and utility of contributions by parents and 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.

Each month the school will provide a monthly newsletter to every parent. In October 2016 the Parents will receive the 2016-2017 Hendricks Community Academy Parent Handbook. Each teacher will communicate with parents through a monthly newsletter. The newsletter will be posted online for easy access for some parents. Teachers are available for conference during their daily breaks.

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.

Education for all guardians is paramount for the parents of Hendricks Community Academy. Head Start parents will have monthly meetings beginning September 2016 to further encourage and support all parents.

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.

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

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Hendricks Community Academy strives to create a community of learners. By providing a challenging and rigorous curriculum that promotes critical thinking, integrate technology, and fine arts. This will be accomplished through a strong partnership between staff, students, parents and community in an environment where students are safe, respectful, and responsible for their actions.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Open House, September 22, 2016. Various grade level meetings on dates to be determined. Parent-Teacher Conference will be held on November 9, 2016 and April 19, 2016. Other parent opportunities will be available during the year. Other parent opportunities will be available during the year.

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

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

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

Parents are allowed to come to meet with teachers 20 minutes prior to the start of each school day, when they make an appointment. They are also welcomed to make an appointment with the teacher during the teacher's daily break or after school. Teachers are not able to leave their students to meet with parents unless there is an extreme emergency.

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.

Parents are allowed and encouraged to volunteer in their child's classroom and regularly informed volunteer opportunities at Hendricks Community Academy. We welcome parents on field trips and other special events. All parents who want to volunteer must complete the CPS volunteer application.

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

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

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

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

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

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

Parent Budget

Not 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.

(Blank)

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount .00

