Theodore Herzl Elementary School (/school-plans/210) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/16/2016	PAC, Enid Hopkins, Tamara L. Davis	CIWP Process, Current Parent Involvement Policy & Compact; Set Meeting Date to Collaborate on CIWP 16-18

04/08/2016	ILT	CIWP, SEF, Goals, Strategies
03/29/2016	ILT	SEF
04/12/2016	ILT	Strategies/Action Steps
04/12/2016	Enid Hopkins, Herzl Parents	Strategy on Parent Engagement/Involvement, and Partnerships

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

> Core Action and Instructional Priorities are clearly explained, discussed, and reflected upon throughout clusters, professional development, observation. Celebrations for meeting attendance goals, hitting Map Targets, and rewarding positive behavior through the Scholar Dollar Store. The leadership uses other staff members to build their leadership capabilities. Every student counts here.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

> Organize the team around a common understanding of team's purpose and instructional priorities. Cycling back and making sure all initiatives are working and possible adjustments to these initiatives is lacking from the ILT meetings. ILT review data and makes recommendations for instructional goals, along with assigning progress monitoring tools to identify the effectiveness of small group instruction. ILT also has major input on the school culture by identifying areas of improvement. Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement. ILT has been strong at identifying the challenges in our school and using evidence and data to back those challenges up.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Use research about best practices to identify potential learning and subject matter experts to support. Create schedules and systems to conduct peer observations, and coaching. Make "safe practice" an integral part of professional learning is missing for some of the newer teachers. Creating an environment where they are felt they can share ideas and take risks is an important features in making the professional learning rating higher. Staff is able to collaborate weekly during cluster meetings, and during professional development in regards to best teaching practices. Areas for improvement: Make "safe practice" an integral part of professional learning. We could improve in making more time and space for teacher collaboration as well as sufficient support that is ongoing for teachers especially in the area of math. A professional learning calendar is used throughout the year to create admin lead preps. There is little to no feedback from teachers about the admin lead preps.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1   2   3   **4**

Data is used to prioritize the area of focus in terms of subject area. Added personal for support such as a literacy coach and case manager has provided more support to teachers. Teachers and Admin Examine formative data to determine mastery and pace. Curriculum currently being used is Engage New York and aligns to CCSS, which provide opportunity for academic rigor. However, the curriculum that is in place doesn't address the social and emotional needs for students. The new Engage New York curriculum has provided more support to teachers. It also ensured our students are being immersed in complex texts and rigorous content.

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:

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

Score

1   2   3   **4**

Teachers and Admin Examine formative data to determine mastery and pace. Curriculum currently being used is Engage New York and it aligns to CCSS, which provide opportunity for academic rigor. However, the curriculum that is in place doesn't address the social and emotional need for students. The new Engaged New York curriculum has provided more support to teachers. It also ensured our students are being immersed in complex texts and rigorous math content.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.
        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

An effort to include materials for Art and Social Emotional are evident in all lessons and in the instructional priorities. Included multimedia and embedded, just-in-time supports (e.g.hyperlinked glossaries, background information, and on-screen coaching) - for conveying conceptual knowledge is not incorporated on a daily basis with our learners. The ability to access technology to support their learning is not present in every class.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

Provide opportunity for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision is not present. The teaching and learning cycle is implemented daily to ensure that teachers are measuring what is being taught. Assessment being used are ANET, Bi-Weekly, PARCC, NWEA, BAS, and Exit Tickets Each week at cluster meetings, teachers are asked to either review student work or engage in problems that we asking students to complete.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

The students need to have more access to practice their learning outside of school. Students are given the opportunity to collaborate with school counselor to make decision about high school. The counselor host high school fairs to provide. Most students at Herzl understand and are working towards being career and college ready. Students are presented with college readiness classes that gets them to thinking about college and beyond.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Quality Teaching

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other

1   2   **3**   4

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.

Teachers Require students to cite textual evidence to support/develop a claim. Provide targeted supports to individual students or group of students based on their identified needs. When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction. Use questioning and discussion as techniques to deepen student understanding and challenge. Teachers at Herzl are expected to meet the needs of their students using strong instructional practices. Teachers could work more on promoting self-directed learners as a part of their practices. Currently teachers do a lot the "heavy-lifting" for students and gives less of the workload to students. Many of our teachers use questioning and discussion as way to deepen students understanding. Teachers encourage students to think independently and to become leaders.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

Score

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.

> When formative assessments show a need for intervention or enrichment, teacher make effective impromptu adjustments that individualized instruction for students. We could use more social emotional supports for all of our students that built into every day instruction. Data is tracked for purposes of getting students the services they need whether that be small groups, attendance plans/ incentives, referring students for more structured support such as counseling, or diverse learning services.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

> There are many sources of assessments and data for teachers to use to inform their instruction. ANET, NWEA, and Biweeklies. Teachers use exit tickets daily, biweekly assessments, interium assesessments, and NWEA to inform instruction.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Culture for Learning:

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.

> Consistently communicate the expectation that all students can achieve at high levels. Utilize strategies to encourage daily and timely attendance. Encourage students sense of belonging to the school and classroom.

Score

1 2 3 **4**

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 **4**

Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide. Area of needs: Students interactions are mutually supportive and respectful, with strong norms for positive behavior. Adults and students interactions are respectful. Staff members work to create relationships with their students because they know this is the key creating a positive classroom environments.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

Curriculum based projects, including service learning experiences, are present in various discipline, and link students to community resources and partners. 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. Students choose issues of concern, research topics relevant to their lives, and development their own plans to address them, and learning activities are personalized to match students needs and interests, and students are involved in decision that affect their learning. After school program hosted by Columbia College, and provides several opportunities for students to engage in different art based programs. In addition, students are able to participate in sports activities. Have equitable access to wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school. Students matter and have a voice here.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.

- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

> Emphasize proactive, instructive, and restorative approaches to students behavior and minimize punitive consequences through policies and procedures in all parts of the school. Common language, security staff present, BMC for every classroom. Keeping our building safe is a priority of our ESP's and staff at our school. The challenge we have is meeting the emotional needs of all of our students at Herzl. Our students experience a broad range of emotional challenges that make it difficult to address.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**

- All adults use active supervision (move, scan, and interact) in all settings.
  - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   3   **4**

> There are multiple consequences given for discipline behaviors outside of imposing an immediate suspension. Students are provided with the opportunity to have restorative conversations, community services projects, and detentions. Students are also rewarded for positive behavior through the use of PBIS Scholar Dollar Program. We cover all areas, but i do believe INSTRUCTIVE- Integrate universal SEL skills instruction and core content. can be an area of focus to increase student and student-staff interactions.

Guide for Restorative Approaches to Discipline

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

- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1   2   **3**   4

> Great family engagement opportunities for evening programs assemblies etc. Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. There is open communication between families and the school. Our CPC works are to create strong parent relationships with our youngest students to ensure they are present in their student academic lives early on. As a staff we also track our student involvement during report card pick up.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
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: 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 ⊘
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘

4	Expectations for Quality & Character of School Life: Relational Trust	1 2 **3** 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
To accelerate student growth in Reading, Herzl has adopted and implemented a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time. Coupled with the new curriculum and aligned PD, teachers will also implement a more robust enrichment and intervention reading program as well. This, in turn, will incrementally impact and produce an increase of the school's national growth percentile.	34.00	27.00	40.00	60.00
National School Growth Percentile - Math				
To accelerate student growth in Math, Herzl has adopted and implemented a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time. Coupled with the new curriculum and aligned PD, teachers will also implement a more robust enrichment and intervention math program as well. This, in turn, will incrementally impact and produce an increase of the school's national growth percentile.	47.00	33.00	40.00	60.00
% of Students Meeting/Exceeding National Ave Growth Norms				
To accelerate student growth in Reading and Math, Herzl has adopted and implemented a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time. Coupled with the new curriculum and aligned PD, teachers will also implement more robust enrichment and intervention reading and math programs as well. This, in turn, will incrementally impact and produce an increase of the percentage of students who are meeting or exceeding the national average growth norm.	59.50	*(Blank)*	60.00	70.00
African-American Growth Percentile - Reading				
Herzl's students are predominantly African-American, and with the adoption of a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time, coupled with the new curriculum and aligned PD, this will incrementally impact and produce an increase in these students' growth percentile in reading.	34.00	25.00	35.00	45.00
Hispanic Growth Percentile - Reading				
While we have a minute student population of Latina students, we've set the same growth percentile goals for them, as we have for our African-American students.	*(Blank)*	*(Blank)*	35.00	45.00
English Learner Growth Percentile - Reading				
We have no English Learner students at Herzl.	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Reading				
By hiring and retaining more qualified, reflective, and committed learning behavior specialists in our school, our diverse learners can meet and exceed their IEP goals, as well as their NWEA growth targets. Through district and network supported PD and coaching, our learning behavior specialists will implement sound instructional strategies for our diverse learners that yield positive, incremental results.	20.00	2.00	20.00	30.00
African-American Growth Percentile - Math				

Herzl's students are predominantly African-American, and with the adoption of a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time, coupled with the new curriculum and aligned PD, this will incrementally impact and produce an increase in these students' growth percentile in reading.

	2014-2015	2015-2016	2016-2017	2017-2018
	47.00	34.00	47.00	57.00

Hispanic Growth Percentile - Math

While we have a minute student population of Latina students, we've set the same growth percentile goals for them, as we have for our African-American students.

	2014-2015	2015-2016	2016-2017	2017-2018
	(Blank)	(Blank)	47.00	57.00

English Learner Growth Percentile - Math

We have no English Learner students at Herzl.

	2014-2015	2015-2016	2016-2017	2017-2018
	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

By hiring and retaining more qualified, reflective, and committed learning behavior specialists in our school, our diverse learners can meet and exceed their IEP goals, as well as their NWEA growth targets. Through district and network supported PD and coaching, our learning behavior specialists will implement sound instructional strategies for our diverse learners that yield positive, incremental results.

	2014-2015	2015-2016	2016-2017	2017-2018
	42.00	20.00	40.00	50.00

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

Herzl has at least doubled the school's attainment percentile for grades 3-8 every year since 2013. Therefore, we expect at least the same results, even with a more robust intervention and enrichment program, and a new, more Common-Core aligned curriculum.

	2014-2015	2015-2016	2016-2017	2017-2018
	3.00	9.00	18.00	36.00

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

Herzl has at least doubled the school's attainment percentile for grades 3-8 every year since 2013. Therefore, we expect at least the same results, even with a more robust intervention and enrichment program, and a new, more Common-Core aligned curriculum.

	2014-2015	2015-2016	2016-2017	2017-2018
	11.00	20.00	40.00	60.00

National School Attainment Percentile - Reading (Grade 2)

With the hiring and retention of more qualified teachers in second grade, and the re-organization of our staff structure, we set a realistic goal regarding the school's attainment percentile. Coupled with teacher assistants in each 2nd grade classroom, we look forward to more positive, incremental results.

	2014-2015	2015-2016	2016-2017	2017-2018
	9.00	1.00	9.00	18.00

National School Attainment Percentile - Math (Grade 2)

With the hiring and retention of more qualified teachers in second grade, and the re-organization of our staff structure, we set a realistic goal regarding the school's attainment percentile. Coupled with teacher assistants in each 2nd grade classroom, we look forward to more positive, incremental results.

	2014-2015	2015-2016	2016-2017	2017-2018
	13.00	8.00	16.00	32.00

% of Students Making Sufficient Annual Progress on ACCESS

There are no students at Herzl that take this assessment.

	2014-2015	2015-2016	2016-2017	2017-2018
	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

Herzl's attendance rate has increased by at least 1.5% each year since 2013; to stay within that pattern, and set realistic goals, our goal is to have a YTD attendance rate of 96% by 2018.

	2014-2015	2015-2016	2016-2017	2017-2018
	93.40	94.50	95.00	96.00

My Voice, My School 5 Essentials Survey

Due to increased parental involvement and workshops, teacher collaboration and high-quality PD, coupled with MTSS, Second Step, and PBIS implementation, 5Es results should increase to Organized.

	2014-2015	2015-2016	2016-2017	2017-2018
	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

2014-2015	2015-2016	2016-2017	2017-2018

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we do high quality professional development on Universal Design and our instructional prioritied.	Then we will see improvement in teacher practice.	Which leads to increased student achievement and engagement

Tags:
Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Literacy

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
The ILT will plan and produce Quarterly professional development on Universal Design Learning. This will include learning barriers in the curriculum and using evidence based strategies to reduce barriers and improve access for all students.	Principal Asst. Principal ILT	Jul 11, 2016 to Jun 23, 2017	PD Surveys Core Action Observation Tool Lesson Plans	Not started

Core Instruction, Curriculum Design, Assessments, Professional learning plan

Teachers will review curriculum and identify potential learning barriers and select Universal Design strategies to implement in the lesson plan.	ILT Literacy & Numeracy Coaches	Jul 11, 2016 to Aug 26, 2016	PD Plan	Not started

Core Instruction, Curriculum Design, Instructional planning

Members of ILT will conduct a peer review protocol to observe Universal Design in the classroom. The protocol tool will ask ILT members to observe a specific lesson and check for implementation of a Universal Design Learning strategy and Core Actions.	ILT Literacy & Numeracy Coaches	Sep 12, 2016 to Jun 16, 2017	Core Action and Universal Design Observation Tools	Not started

Instructional Coaching, Instructional practices, Instructional leadership team

Teachers will analyze student work and assessments monthly to identify if Universal Design Learning strategies and Core Actions are helping students master learning objectives.	Principal Asst. Principal ILT Literacy & Numeracy Coaches	Sep 12, 2016 to Jun 16, 2017	Student Work Student Performance Data-Interim Assessments, Bi-Weeklies, Exit Tickets	Not started

Data analysis, Cycles of continuous improvement, Assessement

| Numeracy Leads, teachers, and school leaders will attend and facilitate professional development on how mathematical tasks meet the demands and aspects of rigor called for by the CCSS | Numeracy Coach
Numeracy Lead
Teachers
AP
Principal | Jul 4, 2016 to Jun 16, 2017 | SQRP Attainment & Growth
5Es
% of teachers proficient/distinguish in 1A, 3C, & 3D | Not started |

Professional Learning, Instructional Coaching, Instruction, Pd, Instructional planning, Mathematics, Instruction priorities

Strategy 2

If we do...	...then we see...	...which leads to...
If we do high quality literacy instruction.	Then we will see teachers implement literacy Core Actions to differentiate instruction while using the core curriculum.	Which leads to increased student achievement in literacy.

Tags:
Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
The literacy team will develop a professional development plan inclusive of analyzing complex text, evaluating standards-aligned, sequenced text dependent questioning, modeling instruction, peer observations, analyzing student work samples, and curriculum deep dives.	Principal AP Literacy Coach	May 23, 2016 to Aug 12, 2016	PD Plan	On-Track
Teachers will use the network's pacing guide to implement the literacy curriculum daily in their literacy classrooms.	Principal AP Literacy Coach	Sep 6, 2016 to Jun 16, 2017	Lesson Plans Observations	Not started
Teachers will turn in weekly annotated text and/or lesson plans, using the complexity rubric, to identify student learning goals within the Engage New York Lesson.	Principal AP Literacy Coach	Sep 6, 2016 to Jun 16, 2017	Lesson Plans Observations	Not started
Teachers will analyze student assessments and student work to identify misconceptions, small group instruction, and skills that must be retaught.	Principal AP Literacy Coach	Sep 6, 2016 to Jun 16, 2017	PD/Cluster Agendas/Resources PD/Cluster Artifacts	Not started
Teachers will submit lesson plans that address student misconceptions, small group instruction, and skills that must be retaught.	Principal AP Literacy Coach	Sep 2, 2016 to Jul 13, 2017	Lesson Plans	Not started

| Teachers will use peer review protocol to observe literacy instruction. The protocol will ask teachers to focus on questioning, sequence of questioning, differentiation, teacher instructional feedback, and student performance. | ILT
Literacy Coach | Sep 6, 2016 to Jun 16, 2017 | Peer Observation Tool and Results
Peer Observation Surveys | Not started |

Strategy 3

If we do...	...then we see...	...which leads to...
If we collectively and strategically solicit the support and engagement of families as partners in the instructional program.	Then we will see more parents involved in the instructional component of education, connecting meaningfully between school and home, higher levels of participation.	which leads to higher levels of participation, and stronger, more effective parent partnerships.

Tags:
Climate and Culture, Family and Community Engagement

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
School education support specialist will provide a menu based calendar of events workshops, that includes instructional content education and information, to all families.	Parent Resource Teacher AP Principal	Aug 22, 2016 to Jun 16, 2017	Parent Workshop Calendar Parent Workshop Evals.	Not started
School education support specialist will provide quarterly workshops, education and information on how to access and utilize the CPS Parent Portal and Parent University.	Parent Resource Teacher School Clerk	Aug 29, 2016 to Jun 16, 2017	Parent Workshop Calendar Parent Workshop Evals.	Not started
Host monthly parent meetings as opportunities for parents to share feedback, suggestions and concerns with teachers, administrators staff and community.	Principal Parent Resource Teacher	Aug 29, 2016 to Jun 16, 2017	Parent Workshop Calendar Parent Workshop Evals. 5 Es Survey Results	Not started
Generate a list of email addresses for parents to serve as a way to communicate with families, disseminate information to the community, and send information to specifically affected groups of families.	Parent Resource Teacher School Clerk	Aug 29, 2016 to Nov 11, 2016	5 Es Survey Results	Not started
Develop quarterly assignments for students to complete that require that involvement of parents(s)/guardian(s)caregiver(s).	Parent Resource Teacher Teachers	Aug 22, 2016 to Jun 16, 2017	Parent/Student Assignment Artifacts	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
If we develop supportive and respectful relationships	then we see interactions marked by warmth, care, and trust,	academic and personal connections among students and adults, and improved student attendance

Tags:
Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration

Area(s) of focus:
4, 3

Action step ❸	Responsible ❸	Timeframe ❸	Evidence for status ❸	Status
Provide quarterly planning sessions to develop positive, caring, and respectful Teacher-Student interactions	Culture/Climate Coord. ILT AP Principal	Aug 22, 2016 to Jun 16, 2017	PD Agendas/Sign In Sheets 5Es	Not started

Behavior and Safety, Climate and Culture, SEL

Conduct quarterly survey about Teacher-Teacher and Teacher-Principal trust, analyze data at ILT meetings	Culture/Climate Coord. ILT AP Principal	Aug 22, 2016 to Jun 16, 2017	Survey Results 5Es	Not started

Behavior and Safety, Climate and Culture, SEL

Revisit the implementation of the Teacher Mentor Program to include more specific school needs around relational trust	Teacher Mentor Program Coord. ILT Principal AP	Jul 11, 2016 to Jun 16, 2017	5Es	Not started

Behavior and Safety, Climate and Culture

Hold monthly Coffee Clutch for school mentors to discuss trends and action steps around school climate	Teacher Mentor Program Coord. ILT Principal AP	Sep 6, 2016 to Jun 16, 2017	5Es Staff Quarterly Survey	Not started

Climate and Culture, Collaboration, Safety and order

Provide training in Social/ Emotional Instruction (Second Step) before school begins and produce first 3 week plan of its use.	Culture/Climate Coord. School Counselor Teachers	Jul 11, 2016 to Sep 30, 2016	Lesson Plans Classroom Observations	Not started

Restorative approaches, Social emotional, Safety and order

Implement Second Step curriculum daily in first 3 weeks of school, weekly for the remainder of school year, and revisit units of need throughout the year.	Culture/Climate Coord. School Counselor Teachers	Sep 6, 2016 to Jun 16, 2017	Lesson Plans Classroom Observations	Not started

SEL, Social emotional, Second step

		Aug 22, 2016 to Jun 16, 2017	5Es SQRP Dashboard	Not started
Create Attendance Team comprised of teachers, parents, and leaders to plan, implement , and monitor incentives, attendance processes and systems, and perform routine attendance data analysis	Attendance Team Culture/Climate Coord. School Counselor AP Principal			

MTSS, Attendance, SEL, Collaboration, Culture and climate

Strategy 5
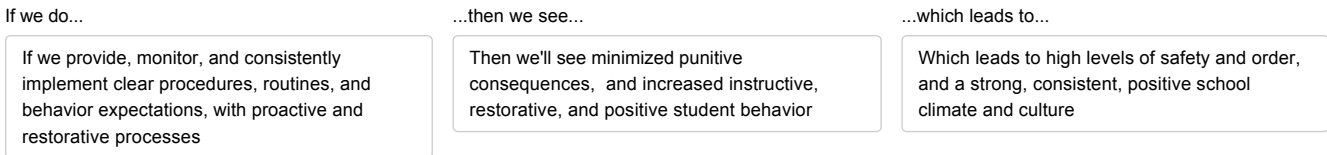
If we do...	...then we see...	...which leads to...
If we provide, monitor, and consistently implement clear procedures, routines, and behavior expectations, with proactive and restorative processes	Then we'll see minimized punitive consequences, and increased instructive, restorative, and positive student behavior	Which leads to high levels of safety and order, and a strong, consistent, positive school climate and culture

Tags:
Behavior and Safety, Behavior supports;, Collaboration, Counseling, Safety and order, Discipline, Classroom management, High quality instruction/professional development, Culture and climate

Area(s) of focus:
2, 3, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Modify, restructure, and implement PBIS/Scholar Dollar system	Culture & Climate Coord. Culture and Climate Team AP Principal	Aug 22, 2016 to Jun 16, 2017	5Es Supportive Environment % of Teacher in proficient/distinguished in Domain 2 My Voice, My School Survey Safety Score Misconduct Data	Not started

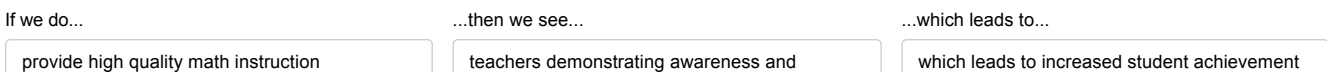**Restorative approaches, Safety and order, Classroom management**

Teach, model, and reinforce shared expectations of behavior, routines, and procedures, including the Herzl Doctrine	Culture & Climate Coord. Culture and Climate Team AP Principal	Aug 22, 2016 to Jun 16, 2017	5Es Supportive Environment % of Teacher in proficient/distinguished in Domain 2 My Voice, My School Survey Safety Score Misconduct Data	Not started

Behavior and Safety, Climate and Culture, Classroom management

Use MTSS for social, emotional, and behavioral growth	Culture & Climate Coord. School Counselor MTSS Team AP Principal	Aug 29, 2016 to Jun 16, 2017	Misconduct Data 5Es	Not started

Behavior and Safety, Behavior supports, Multi tiered support systems

Strategy 6

If we do...	...then we see...	...which leads to...
provide high quality math instruction	teachers demonstrating awareness and	which leads to increased student achievement

appropriate instructional and core actions, while differentiating math instruction, using our core curriculum

in math.

Tags:
Math, Instructional Coaching, Math curriculum, Math professional

Area(s) of focus:
1, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
The math team will create a year long professional development plan inclusive of deliberate practice, peer observations, analyzing student data along with student work samples, and curriculum deep dives.	ILT Math Teacher Leads AP Principal	Jun 3, 2016 to Sep 5, 2016	Teacher Observations REACH-% of teachers proficient in Domain 3	On-Track

Math, Professional Learning, Instructional Coaching, Instruction, Math curriculum, Math professional

Teachers will use the pacing guide to implement the math curriculum daily in their numeracy classrooms.	Principal AP Math Teacher Leads	Sep 6, 2016 to Jun 23, 2017	Teacher Observations REACH-% of teachers proficient in Domain 3	Not started

Math, Instruction, Curriculum, Lesson plans, Lesson planning

Teachers will analyze student assessments and work monthly to identify misconceptions students are having with complex math problems.	ILT Math Teacher Leads AP Principal	Sep 6, 2016 to Jun 16, 2017	*Student performance data- bi-weekly assessments, interim assessments, classroom assessments *Lesson Plans *Teacher Observations	Not started

Math, Assessment, Professional Learning, Instruction

Teachers will model how they are differentiating math instruction in their classrooms by turning in lesson plans that address standards, objectives, aspect of rigor, student misconceptions, and small group objectives.	Teachers ILT Math Teacher Leads Principal AP	Sep 6, 2016 to Jun 16, 2017	Teacher Observations Lesson Plans	Not started

Math, Instruction, Instructional practices, Lesson plans, Lesson planning

Teachers will use a peer review protocol to observe their colleagues teaching in the classrooms. The protocol will ask teachers to focus on questioning, differentiation, teacher instructional feedback, and student performance.	Teachers ILT Math Teacher Leads	Oct 3, 2016 to Jun 16, 2017	Lesson Plans Observations Student Performance Data PD Survey	Not started

Instructional Coaching, Instruction, Instructional practices, Peer observation, Classroom observations

Teachers will monitor and address mastery of objectives through progress monitoring of small group instruction by tracking and recording students' exit ticket performance.	ILT Math Teacher Leads Principal AP	Sep 6, 2016 to Jun 16, 2017	Small Group Trackers Student Performance Data Teacher Observation	Not started

Assessment, Instruction, Instructional practices, Differentiation

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ The ILT will plan and produce Quarterly professional development on Universal Design Learning. This will include learning barriers in the curriculum and using evidence based strategies to reduce barriers and improve access for all students. Tags: Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Literacy, Core Instruction, Curriculum Design, Assessments, Professional learning plan	Principal Asst. Principal ILT	Jul 11, 2016	Jun 23, 2017	Not started
✚ Teachers will review curriculum and identify potential learning barriers and select Universal Design strategies to implement in the lesson plan. Tags: Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Literacy, Core Instruction, Curriculum Design, Instructional planning	ILT Literacy & Numeracy Coaches	Jul 11, 2016	Aug 26, 2016	Not started
✚ Members of ILT will conduct a peer review protocol to observe Universal Design in the classroom. The protocol tool will ask ILT members to observe a specific lesson and check for implementation of a Universal Design Learning strategy and Core Actions. Tags: Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Literacy, Instructional Coaching, Instructional practices, Instructional leadership team	ILT Literacy & Numeracy Coaches	Sep 12, 2016	Jun 16, 2017	Not started
✚ Teachers will analyze student work and assessments monthly to identify if Universal Design Learning strategies and Core Actions are helping students master learning objectives. Tags: Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Literacy, Data analysis, Cycles of continuous improvement, Assessement	Principal Asst. Principal ILT Literacy & Numeracy Coaches	Sep 12, 2016	Jun 16, 2017	Not started
✚ Numeracy Leads, teachers, and school leaders will attend and facilitate professional development on how mathematical tasks meet the demands and aspects of rigor called for by the CCSS Tags: Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Teacher Teams/Collaboration, Literacy, Professional Learning, Instructional Coaching, Instruction, Pd, Instructional planning, Mathematics, Instruction priorities	Numeracy Coach Numeracy Lead Teachers AP Principal	Jul 4, 2016	Jun 16, 2017	Not started
✚ The literacy team will develop a professional development plan inclusive of analyzing complex text, evaluating standards-aligned, sequenced text dependent questioning, modeling instruction, peer observations, analyzing student work samples, and curriculum deep dives. Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT	Principal AP Literacy Coach	May 23, 2016	Aug 12, 2016	On-Track
✚ Teachers will use the network's pacing guide to implement the literacy curriculum daily in their literacy classrooms. Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT	Principal AP Literacy Coach	Sep 6, 2016	Jun 16, 2017	Not started
✚ Teachers will turn in weekly annotated text and/or lesson plans, using the complexity rubric, to identify student learning goals within the Engage New York Lesson. Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT	Principal AP Literacy Coach	Sep 6, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Teachers will analyze student assessments and student work to identify misconceptions, small group instruction, and skills that must be retaught. Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT	Principal AP Literacy Coach	Sep 6, 2016	Jun 16, 2017	Not started
✚ Teachers will submit lesson plans that address student misconceptions, small group instruction, and skills that must be retaught. Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT	Principal AP Literacy Coach	Sep 2, 2016	Jul 13, 2017	Not started
✚ Teachers will use peer review protocol to observe literacy instruction. The protocol will ask teachers to focus on questioning, sequence of questioning, differentiation, teacher instructional feedback, and student performance. Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT	ILT Literacy Coach	Sep 6, 2016	Jun 16, 2017	Not started
✚ School education support specialist will provide a menu based calendar of events workshops, that includes instructional content education and information, to all families. Tags: Climate and Culture, Family and Community Engagement	Parent Resource Teacher AP Principal	Aug 22, 2016	Jun 16, 2017	Not started
✚ School education support specialist will provide quarterly workshops, education and information on how to access and utilize the CPS Parent Portal and Parent University. Tags: Climate and Culture, Family and Community Engagement	Parent Resource Teacher School Clerk	Aug 29, 2016	Jun 16, 2017	Not started
✚ Host monthly parent meetings as opportunities for parents to share feedback, suggestions and concerns with teachers, administrators staff and community. Tags: Climate and Culture, Family and Community Engagement	Principal Parent Resource Teacher	Aug 29, 2016	Jun 16, 2017	Not started
✚ Generate a list of email addresses for parents to serve as a way to communicate with families, disseminate information to the community, and send information to specifically affected groups of families. Tags: Climate and Culture, Family and Community Engagement	Parent Resource Teacher School Clerk	Aug 29, 2016	Nov 11, 2016	Not started
✚ Develop quarterly assignments for students to complete that require that involvement of parents(s)/guardian(s)caregiver(s). Tags: Climate and Culture, Family and Community Engagement	Parent Resource Teacher Teachers	Aug 22, 2016	Jun 16, 2017	Not started
✚ Provide quarterly planning sessions to develop positive, caring, and respectful Teacher-Student interactions Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, Behavior and Safety, Climate and Culture, SEL	Culture/Climate Coord. ILT AP Principal	Aug 22, 2016	Jun 16, 2017	Not started
✚ Conduct quarterly survey about Teacher-Teacher and Teacher-Principal trust, analyze data at ILT meetings Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, Behavior and Safety, Climate and Culture, SEL	Culture/Climate Coord. ILT AP Principal	Aug 22, 2016	Jun 16, 2017	Not started
✚ Revisit the implementation of the Teacher Mentor Program to include more specific school needs around relational trust Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, Behavior and Safety, Climate and Culture	Teacher Mentor Program Coord. ILT Principal AP	Jul 11, 2016	Jun 16, 2017	Not started
✚ Hold monthly Coffee Clutch for school mentors to discuss trends and action steps around school climate Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, Climate and Culture, Collaboration, Safety and order	Teacher Mentor Program Coord. ILT Principal AP	Sep 6, 2016	Jun 16, 2017	Not started
✚ Provide training in Social/ Emotional Instruction (Second Step) before school begins and produce first 3 week plan of its use. Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, Restorative approaches, Social emotional, Safety and order	Culture/Climate Coord. School Counselor Teachers	Jul 11, 2016	Sep 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Implement Second Step curriculum daily in first 3 weeks of school, weekly for the remainder of school year, and revisit units of need throughout the year. Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, SEL, Social emotional, Second step	Culture/Climate Coord. School Counselor Teachers	Sep 6, 2016	Jun 16, 2017	Not started
✚ Create Attendance Team comprised of teachers, parents, and leaders to plan, implement , and monitor incentives, attendance processes and systems, and perform routine attendance data analysis Tags: Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, MTSS, Attendance, SEL, Collaboration, Culture and climate	Attendance Team Culture/Climate Coord. School Counselor AP Principal	Aug 22, 2016	Jun 16, 2017	Not started
✚ Modify, restructure, and implement PBIS/Scholar Dollar system Tags: Behavior and Safety, Behavior supports;, Collaboration, Counseling, Safety and order, Discipline, Classroom management, High quality instruction/professional development, Culture and climate, Restorative approaches, Safety and order, Classroom management	Culture & Climate Coord. Culture and Climate Team AP Principal	Aug 22, 2016	Jun 16, 2017	Not started
✚ Teach, model, and reinforce shared expectations of behavior, routines, and procedures, including the Herzl Doctrine Tags: Behavior and Safety, Behavior supports;, Collaboration, Counseling, Safety and order, Discipline, Classroom management, High quality instruction/professional development, Culture and climate, Behavior and Safety, Climate and Culture, Classroom management	Culture & Climate Coord. Culture and Climate Team AP Principal	Aug 22, 2016	Jun 16, 2017	Not started
✚ Use MTSS for social, emotional, and behavioral growth Tags: Behavior and Safety, Behavior supports;, Collaboration, Counseling, Safety and order, Discipline, Classroom management, High quality instruction/professional development, Culture and climate, Behavior and Safety, Behavior supports, Multi tiered support systems	Culture & Climate Coord. School Counselor MTSS Team AP Principal	Aug 29, 2016	Jun 16, 2017	Not started
✚ The math team will create a year long professional development plan inclusive of deliberate practice, peer observations, analyzing student data along with student work samples, and curriculum deep dives. Tags: Math, Instructional Coaching, Math curriculum, Math professional, Math, Professional Learning, Instructional Coaching, Instruction, Math curriculum, Math professional	ILT Math Teacher Leads AP Principal	Jun 3, 2016	Sep 5, 2016	On-Track
✚ Teachers will use the pacing guide to implement the math curriculum daily in their numeracy classrooms. Tags: Math, Instructional Coaching, Math curriculum, Math professional, Math, Instruction, Curriculum, Lesson plans, Lesson planning	Principal AP Math Teacher Leads	Sep 6, 2016	Jun 23, 2017	Not started
✚ Teachers will analyze student assessments and work monthly to identify misconceptions students are having with complex math problems. Tags: Math, Instructional Coaching, Math curriculum, Math professional, Math, Assessment, Professional Learning, Instruction	ILT Math Teacher Leads AP Principal	Sep 6, 2016	Jun 16, 2017	Not started
✚ Teachers will model how they are differentiating math instruction in their classrooms by turning in lesson plans that address standards, objectives, aspect of rigor, student misconceptions, and small group objectives. Tags: Math, Instructional Coaching, Math curriculum, Math professional, Math, Instruction, Instructional practices, Lesson plans, Lesson planning	Teachers ILT Math Teacher Leads Principal AP	Sep 6, 2016	Jun 16, 2017	Not started
✚ Teachers will use a peer review protocol to observe their colleagues teaching in the classrooms. The protocol will ask teachers to focus on questioning, differentiation, teacher instructional feedback, and student performance. Tags: Math, Instructional Coaching, Math curriculum, Math professional, Instructional Coaching, Instruction, Instructional practices, Peer observation, Classroom observations	Teachers ILT Math Teacher Leads	Oct 3, 2016	Jun 16, 2017	Not started
✚ Teachers will monitor and address mastery of objectives through progress monitoring of small group instruction by tracking and recording students' exit ticket performance. Tags: Math, Instructional Coaching, Math curriculum, Math professional, Assessment, Instruction, Instructional practices, Differentiation	ILT Math Teacher Leads Principal AP	Sep 6, 2016	Jun 16, 2017	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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

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

> Joint development of the NCLB, Title 1 school parental involvement plan and policy will occur through collaborative meetings at times that best fit our parents. Parental voice is critical in the fruition and actualization of the plan and policy. In order to make informed decisions we will provide training for LSC, PAC on how to access, interpret, and use data to promote school reform. Parent groups will benefit from best decision making strategies training to help affect change within the school. All parents will be invited to the meetings to craft the plan and policy. Its review and improvement will be a consistent agenda item at PAC, LSC, and PTA meetings. Therefore, monitoring its progress and noting where improvements must be made will be routine.

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

> Informing parents of the school's participation in NCLB, Title 1 programs and to explain the Title 1 requirements and their right to be involved in Title 1 programs will occur at the annual meeting on October 7, 2016. The meeting time will be advertised in letters home, on the school marquee, through school reach (automated) phone calls, and through the parent newsletter. All parents will be invited, and the explanation of their rights and the requirements will be explained. PAC meetings will be held at least quarterly, in addition to parent involvement workshops and meetings to strengthen the school-home partnership. Parental involvement sessions and workshops include, and are not limited to, health and wellness workshops, homework help, physical fitness and nutrition, and financial literacy. The Title 1 PAC Organizational Meeting will occur on October 13, 2016. The Child Parent Center will have a Parent Resource Teacher and a Parent Resource Room that will house helpful resources, and be a site for parent workshops.

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.

The school will provide parents information regarding its Title 1 program, an explanation and description of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet at its annual meeting, at subsequent monthly meetings, through parent emails, automated calls, it will be posted on the parent bulletin boards, and communicated in the monthly parent calendar, entitled "Herzl's Calendar of Events," and newsletter entitled, "Heads-Up Herzl!". We will also use parent teacher conferences to convey expected proficiency levels.

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.

The school will establish open, frequent, and honest communication between the school and home by having routine, monthly PAC meetings, monthly parent meetings with the Principal, entitled "Coffee Clutch" with Mrs. Davis," and frequent parent workshops. All meetings will include an agenda item and/or time for parents to collaborate with teachers and school leaders, to voice their concerns, and to make suggestions.

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

Parents will receive the individualized performance report for their children progress through a series of assessments. NWEA/MAP (Kdg - 8th students will be assessed during the winter and spring), BAS (K-3rd students will be assessed during the fall, winter and spring,) and the PARCC (3rd through 8th). This information will be available to parents during Report Card Pick-Up and will be sent home.

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 will receive timely notice when their child has been assigned to, or taught by a teacher who is not "highly qualified," as defined in the Title 1 Final Regulations, for at least four consecutive weeks, by written communication. The formal letter will be sent home on official school letterhead and will be sent home according to all regulations. Notice will also be included in monthly newsletter.

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

The school will assist parents in understanding the state's academic content standards, achievement standards, local academic assessments, Title 1 Part A, and how to monitor their child's progress through specific parent workshops addressing each of those areas. Those workshops will occur at least twice a year, once a semester. In addition, parents will receive information about how to work with educators at those workshops. Finally, the school will work with the PAC and the Network PAC to schedule and deliver workshops on the aforementioned topics as well.

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.

The school, parents, and community partners will provide information, resources, materials, and training to assist parents in working with their children to improve their academic achievement and to increase parental involvement, by partnering with community organizations to deliver parent workshops on these topics during the school year. Additionally, the school will work with the PAC and Network PAC to inform parents on these areas as well. Finally, materials will be sent home and made available on a routine basis to educate parents and to increase parent involvement.

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.

The school will educate staff on how to communicate and work with parents as equal partners through intense professional development during the summer and throughout the school year. Teacher leaders in this area will help facilitate additional professional development on best practices in fostering teacher-parent relationships. Additionally, the school will work with the PAC on delivering this crucial professional development.

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.

The school will educate staff on how to communicate and work with parents as equal partners through intense professional development during the summer and throughout the school year. Teacher leaders in this area will help facilitate additional professional development on best practices in fostering teacher-parent relationships. Additionally, the school will work with the PAC on delivering this crucial professional development.

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.

School information and information about parent meetings, programs, and other activities will be sent to parents in English, and if necessary, translated into the language that is most appropriate for effective communication and understanding. The format will be in a manner that is communicative across all levels.

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.)

Students and graduates of the Herzl School of Excellence will be scholars, leaders, problem-solvers, and productive members of our society through a shared, relentless focus on academic excellence and character. The Herzl Community commits to sustaining a culture of achievement where learning is rigorous, excellence is the standard, talent is nurtured, success is celebrated, and character is molded through the principles of the Herzl Doctrine in a conducive, safe, learning environment.
Every Teacher Will:
- Hold students' achievement as the highest priority
- Use culturally relevant practices for student learning
- Uphold, teach, and model the Herzl Doctrine®
- Use student performance data to improve student achievement
- Empower students to have ownership of their learning
- Work to improve students' literacy achievement
- Be a collaborator
- Think in terms of the entire beach ball, not just their own stripe (Fierce Leadership; Scott, 2004)
- Hold themselves accountable to high standards; Own it , Solve it, and Do it
- Be a problem solver
- Utilize technology to plan, instruct, and communicate effectively

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.

Parent-teacher conferences will occur as a result of teacher request, student request, or parent request. Conferences will address academic, behavioral, and/or health concerns, and used as time for improvement, and the sustenance of a healthy relationship between school and home. Scheduled parent-teacher conferences will occur frequently, and most notably at the end of an academic quarter or 5-week academic period. Finally, the occurrence of parent-teacher conferences are an explicit expectation for teachers and will be tracked and monitored.

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

The school will provide frequent reports of children's academic progress after summative assessments, state assessments, and benchmark assessments. Additionally, parents will be given academic reports at the conclusion of a 5-week academic period, and at the conclusion of a 10-week academic quarter. Finally whenever a student's academic progress is occurring below expectations, parents will be notified.

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

Parents will have access to staff by scheduling conferences and classroom visits to occur before or after school. In extenuating circumstances, parent conferences will occur during the teacher work day. However, students' instructional time is valued and precious, so rarely will conferences interrupt the school day. Access to school leadership and staff who are non-instructional for conferences is welcomed and encouraged.

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 may volunteer at the school during scheduled times, activities, and events. Parents must also complete the required paperwork and process for becoming an official CPS parent volunteer so involvement can occur on a regular basis. Volunteerism is encouraged, and will happen in a constructive manner. Parents may volunteer before, during, or after-school at the discretion of school leadership so as to not disturb the educational environment, but to augment it.

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

Parents can assist learning by ensuring students arrive to school daily, punctual, and prepared. Assigning a quiet, comfortable space at home to complete homework is optimal, and checking its completion is crucial. Parents can assist in learning by attending scheduled educational workshops and parent events (hosted by City Year) and most importantly, being in constant communication with teachers and staff.

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 can consult with the school through various avenues that include, but are not limited to: attendance to PAC, LSC and Pre-K & Kindergarten Parent Planning meetings, parent workshops, school events, conferences, written communication, and phone calls.

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).

Student ownership and accountability for their learning is an expectation. This will happen through a rigorous curriculum, positive teacher-student relationships, differentiated instruction, quality teaching, a safe and nurturing learning environment, and a clean work space. Student attendance, demonstrating perseverance, solving problems, and thinking critically serves as additional evidence for students taking responsibility of their own learning. Sharing and explaining their thinking, being reflective, setting goals, and tracking their own show character, scholarship, and commitment, and the school will provide avenues for that to occur.

Parent Budget   Complete

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

PAC will increase parental involvement by hosting workshops that are engaging, educational, and informative. These workshops will be aimed for the personal development and growth of Herzl families. PAC will also host educational parent field trips and form partnerships within the community for the enrichment of Herzl Parents.

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.	$	487	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	400	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	894	.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)	$	400	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	600	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	500	.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.	$	295	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.00

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