



Edward N Hurley Elementary School (/school-plans/222) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/06/2016	C McKittrick, K Padilla, C Jakob, M Rodriguez, D Cupp, R Del Real, M Schumann	Grant Program Updates and Requirements
04/04/2016	D Cupp, R Del Real	SEF Progress Updates
03/03/2016	ILT Members	SEF Category Updates

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Hurley has established a school vision that includes all learners and promotes readiness for college, career, and life. We believe that all students can learn through personalized learning and individualized intervention. Teachers develop relationships with all students across and within grade levels through collaborative efforts, departmentalized instruction, and school-wide project-based learning.

Teachers take on leadership roles based on expertise and teaching assignments. Colleague input is respected and suggested improvements for professional learning and growth are infused into practice.

Hurley's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. ILT leads the work of improving teaching and learning school-wide by providing research-based professional development - whole staff, teacher teams, and coaching. Through intensive data analysis we are able to identify specific target areas for instruction and create action plans to narrow the achievement gap at the school, grade, and classroom levels.

Hurley has an established CCSS scope & sequence based on CPS Framework for all grade level/content areas that is vertically aligned and rigorously implemented. This implementation is reflected in the weekly grade level/departmental meetings where student work is analyzed.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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Hurley's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. ILT leads the work of improving teaching and learning school-wide by providing research-based professional development - whole staff, teacher teams, and coaching.

The ILT members meet regularly (2-4 times/month) to analyze data including NWEA, Dibbles Next, TRC, REACH, Dashboard and classroom assessments/student work. The ILT reflects on team processes and effectiveness and takes action to improve its functioning and progress toward school-wide goals. ILT representative meets with all grade level teachers every week to enhance two-way communication that engages all staff in participating in decision-making.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

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.

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Hurley continuously searched for and designs targeted professional development with a focus on identifying and addressing student needs to increase student performance.

All faculty actively engaged in identifying and attending professional development on best practices in their subject area. Lead teachers participate in Network and District provided staff improvement sessions and bring best practices back to share during grade level/departmental team meetings.

New faculty are provided access to grade level and departmental team teachers who area skilled in pedagogy and are open and collaborative.

Hurley coaches provide professional development tailored to specific teacher needs.

Our schedule allows us time to incorporate cross-classroom visitations to expand our methodologies and pedagogy in areas of instruction focused on learner needs. Peer classroom observations are utilized to develop next steps for instruction and identify areas of need for professional development.

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	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

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Hurley strategically allocates discretionary spending based on school priorities and next steps. We actively apply for outside funding and community partnerships. Some of the partnerships we currently have include National Museum of Mexican Art, RISE Academy, Beverly Arts Center, Mariachi Heritage Foundation, Lyric Opera House, Latino Organization of the Southwest, Old Town School of Music, Chicago Educational Fund, and LEAP Innovations. Staff applies for all eligible district and privately funded grants, CFE grants and Donors Choose.

Hurley staff is 100% highly qualified. Teachers starting at the 5th grade are endorsed in the content areas of their current teaching assignments to support bilingual and monolingual students. Our Diverse Learners teachers are endorsed in various content areas for upper grades and co teach in general education classrooms. Related Service Providers are highly qualified and fully support the bilingual and monolingual needs.

Classroom teachers and lead teachers are involved in the hiring process of new teachers. Hurley is highly selective in hiring new teachers to meet the needs of our students. Lead teachers are also involved in considerations of teaching assignments for current staff based on the needs of students. Hurley secures and implements a college-student tutoring program. The Lead teachers provide the tutors with training and create a push-in/pull-out schedule for the tutor team. The school works with universities, colleges, and the community to identify potential staff through internships and part-time work

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
Measures	✓ 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

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Literacy, Math, Physical Education, Arts, World Language, Music, and Mariachi follow the scope and sequence set forth through CPS Framework which are aligned with CCSS and PARCC progression considerations. Curriculum maps are updated quarterly based on data.

Unit based, CCSS literacy curriculum. District approved CCSS math program, Pearson Envision Math.

Teachers incorporate REACH performance tasks, quarterly benchmarks, and standards based performance based tasks to track students mastery of standards. Teachers utilized hands-on learning through technology, partnerships, and field experiences in Science.

Weekly grade level, weekly content specific vertical meetings, and quarterly Network meetings (CCSS-Thinking Core, Math Rigorous Tasks and Instruction), are provided so that teachers can collaborate and share data.

2014-2015 scores are as follows: Reading growth on NWEA MAP (grades 3-8) 40th percentile; Reading attainment on NWEA MAP (grades 3-8) 48th percentile; Math growth on NWEA MAP (grades 3-8) 78th percentile; Math attainment on NWEA MAP (grades 3-8) 77th percentile.

Hurley has a Comprehensive Gifted Program which provides the students with a half a year acceleration. Enrichment classes reach all learners by addressing different modalities of learning-musically inclined, artistic, and kinesthetic learners. Enrichment classes focus on vocabulary support through the use of language and content vocabulary and the use of compare and contrast. Teacher data-based recommendations for leveled placement

Teachers plan to ensure that proper accommodations and modifications are set forth within the general education setting. Diverse learner teachers' curriculum is aligned with the general education curriculum. Lesson plans adjusted to meet leveled needs

Teachers use NWEA, PM, classroom assessment data to develop instructional plans

Native language support is provided for ELL students by classroom teachers and in the form of push-in/pull-out when additional support is needed. Attendance at the bilingual conference to learn strategies to meet needs of ELL students

Health and nutrition taught to build body awareness and how a healthy lifestyle lends to good study and learning. All classrooms, K-8, have Second Steps program available. Fifth grade is piloting a Growth Mindset Program for social emotional learning.

Competitive sports - team building and good sportsmanship

Students are consistently introduced to professional dancers, professional artists-after school programs, field trips to China town, Chinese dance, Navy Pier to celebrate Black History with children's choir, Mexican fine arts museum and the mariachi program, mariachi heritage program, vocal and guitar instructors, health and safety programs, motivational speakers for 8th grade.

Guide for Curriculum

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

resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

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77% of our teachers agree/strongly agree that curriculum instructional material are well-coordinated across grade levels CCSS-based unit and lesson plans created and implemented. All classrooms have a teacher-selected collection of instructional material aligned to CCSS.

Math:

District approved and CCSS aligned math program implemented for Grades 2-5. Our math program is available in Spanish/English languages. The program provides built-in intervention model for all levels of performance. Use of math manipulative for all learners to meet needs of learning styles.

Reading:

Utilize leveled readers to meet needs of students. Currently utilize leveled texts selected and aligned to CCSS unit of instruction and utilize a leveled Bookroom to house materials needed. Classroom libraries that contain high interest leveled books that include various genres and disciplines. Students are provided opportunities to select leveled books of interest

On-line support programs:

All classrooms are equipped with Smart board and document camera and ipad. Classrooms are provided with rotational use of Chromebook technology at least 2x/week. Mobile classroom sets of Ipads, Chromebooks, Laptops, etc. that enrich student learning experiences and provide for individualized instruction. Students are able to provide peer support through Google-based documents and receive teacher suggestions for improvement
Compass Learning, ReadWorks, Lexia Core 5, RazKids, Learning A-Z (Reading A-Z - Spanish/English), NewsELA - adaptive programs to meet the leveled needs of all students.

Middle School Model:

Middle school students have a choice in electives on a semester basis.

SEL - second step program implemented across all grade levels

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.

- Materials are in English and native language for English learners.
- Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

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Begin with belief that all students can learn
 Hurley administration and staff looks for many types of achievement. Some children excel in math and others excel in art, music, physical education or other areas. Some are model future citizens and give to their community through volunteer work and community service. We celebrate the decisions taken and the achievement of students who are learning to serve others as it is important to the future of the community
 Plan and assign tasks that are cognitively challenging for individual students
 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.

Creating physical learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
 Grouping - Display rubrics for self-assessment - Word walls - Agendas posted - Materials for remediation and acceleration are readily available - Rules and consequences posted - Variety of structures for interaction - Bulletin Boards - Data for achievement patterns used to design instruction - Physical proximity - Distinguishes between equality and equity - Print rich environments - Activity Zones - Place to store student materials - Elmo, document projector - DVDs - CDs - Technology rich lesson plans - Interactive Smartboard activities
 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
 Group Projects - Peer tutoring - Team building - Cooperative groups with roles - Assigned class helpers - Group rewards - Class meetings - Posted standards, in friendly language - Centers - Class incentives / rewards - Consistent consequences - Role Playing - Student of the Month - Conflict resolution Seating charts - Getting to know class members activities
 Creating a rigorous learning environment with high expectations and appropriate support for all students
 Class assignments listed on board - Posted rules and consequences - Centers - Procedures and routines effectively

communicated – Daily/weekly planning – Assessments drive instruction – Seamless transitions - Rubrics - Use of data to address achievement gaps – Various student response techniques -
Developing, communicating, and maintaining high standards for individual and group behavior
Newsletters – Parent Conferences – Behavior standards reviewed in lessons – Consistent response to students – Group responsibilities – Class meetings - Home /Class contract – Reward system – Job Chart – Rules and Consequences posted – Data driven groupings – “Show Don’t Say” – Silent Signals – Literature circles
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
Class assignments posted – Posted rules and consequences – Newsletters – Web pages - Class meetings - Correction for behavior interfering with learning – Positive reinforcement – Timely feedback given – Class meetings – Involves students in assessment and monitoring of procedures - Daily/weekly planning – Various student response techniques – Facilitates students participation in developing procedures and routines – Agendas posted
Using instructional time to optimize learning
Structured learning activities during transitions - Minimize distractions – Consistent classroom schedule – Assertive discipline – Planned lessons - Enrichment opportunities – Active participation strategies – Agendas posted – Pacing charts – Scope and sequence – Visual timer – Silent Signals – Different methods to check for understanding
Utilizing instructional strategies that are appropriate to the subject matter
Scaffolding – KWL charts - Graphic organizers - Realia – Assessment data to drive instruction – Agenda and time frames posted – Rubrics - Flexible grouping Student choice board - Word walls – Bloom’s Taxonomy - Supplementary resources available – Print rich environments – Modeling - Questioning techniques – Use of paraprofessionals – Seamless transitions - Instruction to meet students learning styles and needs – Demonstrations – Manipulatives – Procedures posted – Time management activities – Newsletters in languages other than English – Family involvement nights – EL materials – Think-Pair-Share – Strategic seating charts
Tasks reflect key shifts in literacy
Teachers build knowledge through content-rich nonfiction Reading, writing, and speaking grounded in evidence from text, both literary and informational Regular practice with complex text and academic language
Students read a true balance of informational and literary texts. At least 50% of what students read is informational.
Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms — rather than referring to the text, they are expected to learn from what they read.
In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.
K-2 Progress monitor students using several tools from online based assessments to paper-pencil work where children are cognizant of their progress and real time standing in literacy/math
teachers utilize online programming such as to provide opportunities to interact with complex text such as, but not limited to, Compass Learning, Newsela, and Scholastic
Learning objectives are clear and aligned with Common Core State Standards Clear learning outcomes Matching assessments
Engaging learning experiences Instructional strategies
Engaging Students in Complex Thinking - Bloom’s Taxonomy (Revised) Webb’s Depth of Knowledge (DOK) and Relevant Curriculum
Tasks reflect key shifts in mathematics
Math tasks include analysis guide, ‘4 boxes’ rubric, centering on student lens during instruction
Math instruction is focused on the development of strategies for all problem solving across the domains
K-2 classrooms are early implementation stages of Guided Math
2-5 classrooms
Create opportunities to create authentic work for real audiences
The use of critical thinking and creativity transforms traditional lessons into relevant, meaningful learning experiences. Both problem- and project-based learning allow students to create products and performances that demonstrate the knowledge acquired as well as celebrate students’ abilities to apply, analyze, evaluate, and synthesize their learning. Showcasing products and performances for peers, parents, and the community affirms both the value of the work and of the student.
Powerful interactions with real audiences allow students to receive honest feedback about their work and provide teachers with an opportunity for authentic assessment. Effective methods for engaging authentic audiences for Hurley students abound:
Presenting work to the school through class presentations or the school news show.
Creating a whole-class History or Science Museum with displays, and interactive exhibits.
Presenting student projects by hosting a school- or community-wide Chile Program, Science Fair, Multicultural Fair, Battle of the Books, Network Arts Program - Network 10
The complexity of content standards for each of the above are purposefully and intently focused on deep dives in order to successfully complete the tasks necessary to create authentic work for real audiences ranging from students, parents, outside visitors, administration, and teachers.
Student work is examined to identify and showcase the qualities of strategic thinking by each student/program for an end result of success and achievement focusing on depth of knowledge and content rich deep dives.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ 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

Transitions:

All teachers with ELs will attend PD (in the form of school, Network, District, and State PD sessions, collaborative book studies, webinars offered within and outside CPS) to incorporate ESL strategies and differentiate instruction to meet the needs of proficiency levels as indicated by ACCESS.

Collaborate with the high school regarding student participation in the High School Investigation Days, Freshmen Connection, and Freshmen Orientation.

Recruit students for summer programs through GEAR UP. Provide the parents with information regarding summer enrichment opportunities.

Awareness:

At this time our elementary school has implemented practices that expose our students to college options and prepares them for college readiness. A few examples include a partnership with GEAR UP, a career day supported through New Concepts, using Naviance to research, interests, college and career options, and completing a Individual Learning Plan. Our 7th and 8th grade students are addressing college and career options through workshops, a career day, research, and college tours. We will continue to foster these options at Hurley to contribute to the College and Persistence priority that continues to be addressed in high school.

The middle school student will host a college fair for the school where they will highlight certain colleges/universities and present the information to all of the students in the school.

The parent are informed about academic opportunities and supports for their child via parent - teacher conferences, open house, school news bulletins, website, parent bulletin boards, and flyers.

Readiness:

Algebra is accessible to all 8th graders that meet the criteria.

Students are provided various academic and enrichment opportunities through enrichment classes, after school programs, Saturday Programs, and Summer Programs at the school level and district level.

Mindset is used to help students with decision making and learn how these mindsets affect a student's performance in the classroom. CHAMPS is used throughout the school. Grades K - 4 use Second Steps to learn about character education and good decision making. The clinicians and counselor provide Tier I - Tier III behavior interventions via school wide presentations or classroom presentation, small groups, or individual counseling.

Success:

Parents and students are provided with the information and support needed to navigate the high school application process via workshops, fairs, conferences, presentations, and handouts. GEAR UP provides workshops for parents and students about postsecondary options and planning.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

Teachers use UBD, WIDA standards, and CCSS to design and plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions. Teachers employ socratic seminar, collaborative conversations, anchor charts, word walls, guided reading and math groups, and literature circles to meet the individual needs of the students. Through learning walks, teachers were able to observe their peers and share pedagogical approaches. Data is regularly collected through interest-based surveys to design interest based units, quick check understanding of lessons through various strategies like hand signals, exit slips, etc., and performance based unit assessments to track mastery of standards. Current data is used to inform instructional next steps. Hurley provides students with AM/PM tutoring, Saturday Academy, and after school programs to address academic needs based on data. Thinking Core Blueprints are used in literacy to design questions that require developmentally appropriate citing of textual evidence to support their thinking.

Guide for Instruction

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

- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Hurley has a systematic approach to administering district and school assessments to identify students in need of academic intervention. Interventions at students' instructional language include school-wide in-class small group instruction, K-8th before/after school targeted small group instruction, targeted push-in support provided by Paraprofessional Personnel with direction of the classroom teacher, targeted push-in support provided by our college tutoring team, Saturday School for targeted groups 3-8, and targeted use of specialized computer programs before/after and during the academic school day for all students. Currently interventions are closely monitored by the ILT, teacher team, and individual teacher level every 6 weeks so adjustments can be made. Data from monitoring includes TRC, Reading Inventories, reports from computer based intervention, teacher developed monitoring tools and growth measured by NWEA. We are currently evaluating programs for closer monitoring of the intervention given to our 4-8th students in both reading and math. The Lead Teacher Team, with input from the teachers, created a schedule that facilitated the MTSS model within instructional time. Teachers analyze and make necessary revisions for ELA K-8 Tier II and Tier III intervention resources (both digital and print based) and documentation procedures (ex. Data binder) to ensure they are high-quality, systematic and targeted to students' needs. They evaluate and align progress monitoring tools K-8 (both digital and print based) for Tier II and Tier III instruction to ensure accurate measurement of student progress within the targeted area of instruction. K-2 is using TRC to progress monitor and Compass Learning is used in grades 3-8. Teachers use common planning time to analyze student performance on progress monitoring tools and adjust instruction accordingly to ensure the acceleration of student progress. The Orton Gillingham program is used to provide intensive support to our diverse learners in the areas of phonics and decoding. The teachers were provided professional development on the Second Step program and a schedule was created to implement the program with fidelity. School administrators monitor the implementation of SEL curriculum through observations and analysis of school off-track data. The teachers analyze school misconduct data to determine small instructional groups needed (i.e. anger coping, social skills, loss and trauma). We address student SEL needs through whole and small group instruction delivered by counselor, school psychologist, social worker, and outside partnerships (i.e. Sheriff's Office, Conflict Resolution team). We audit current technology resources to support rigorous instruction through MTSS and invest in computer intervention software, additional resources to meet student need, and increase student engagement. PLPs for students at risk are

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

The screening and diagnostic tools that are used are TRC and NWEA. The progress monitoring assessments that are used are IDEL, EasyCBM, Dibels and TRC. MTSS has been incorporated into the school day in order to provide consistent and consistent interventions.

Analyze and make necessary revisions for ELA K-8 Tier II and Tier III intervention resources (both digital and print based) and documentation procedures(ex. Data binder) to ensure they are high-quality, systematic and targeted to students' needs. Evaluate and align progress monitoring tools K-8 (both digital and print based) for Tier II and Tier III instruction to ensure accurate measurement of student progress within the targeted area of instruction. Teachers will use common planning time to analyze student performance on progress monitoring tools and adjust instruction accordingly to ensure the acceleration of student progress.

Accommodations are based on the student's individual needs whether as an accommodation for a disability or language. Students' assessments, text and tasks are employed with different modalities depending on the student's individual learning styles.

Access assessments are used to measure the student's acquisition of the English language. Bilingual Teachers will implement Native Language instruction aligned to CCSS. Bilingual/ESL teachers develop and implement science and social studies quarterly unit for English Language Acquisition for K-5 aligned to WIDA standards. Identify and purchase materials and resources to support vocabulary, comprehension, and writing in English and Spanish. Purchase ESL and Native Language technology resources and monitor the programs usage through extra data common planning time. All teachers with ELs will implement ESL strategies.

Hurley's teachers incorporate assessment that allow students to demonstrate their knowledge in a various ways, which may include assessments with a wide range of types of questions, or it may be that students are allowed to show their understanding through creative projects. Students are also involved in inquiry-based learning within small groups in the classroom. School NWEA data is analyzed graphed and uploaded into the school drive for teacher to review at any given time. The data is analyzed and reviewed at the school wide meeting as well as in grade level meetings to determine the next powerful practice that need to be enacted with the school level or grade level. All teachers will collaborate to analyze and make any necessary revisions to current ELA CCSS scope and sequence aligned to the CPS Literacy Content Framework v2.0 paying special attention to grade level and vertical alignment as well as the integration of print and digital opportunities. A common planning schedule allows every teacher 6 periods to accommodate grade level, vertical team and data analysis. Teachers will develop and implement a quarterly writing prompt for all grade levels.

Teachers have a grading system that clearly, accurately, consistently, and fairly communicates the learning progress and achievement using math and literacy rubrics aligned to the CCSS. The grading scale is a 10 point system that clearly identifies the range for the letter grade. Mindset is used to help students with decision making and to learn how these mindsets affect a student's performance in the classroom. CHAMPS is used throughout the school for classroom management. CHAMPS is used as a strategy that successfully encourages students to be responsible, responsive and proactive within the classroom. Grades K - 4 use Second Steps to learn about character education and good decision making. The clinicians and counselor provide Tier I - Tier III behavior interventions via school wide presentations or classroom presentation, small groups, or individual counseling.

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 (CSR).

- 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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Hurley's culture for learning is guided by our School Mission Statement that all our students are committed to academic excellence.

- Student's attendance incentive every month a classroom per grade level is awarded an incentive for best attendance
- Students set learning goal through data analysis and is monitor by conferencing with the teacher.
- We have yearly rallies by grade levels where we prep our students that they all are able to achieve high proficiency.
- Hurley showcase student's achievements through bulletin boards for all students and community to see.
- Through Project Based Learning in science and social studies students are challenged to expand their curiosity and learning
- Units and lesson plans are culturally derived and relevant to student's interest.
- Hurley conveys high learning expectations throughout the day including after school with programs that develops and encourages student's interest in areas other than academic such as, robotics, mosaics, stellar girls, folkloric dances, NJHS, chess, music, mariachi, drama, Spanish and technology.

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

According to the MVMS survey Hurley was neutral in both a supportive environment and collaborative teachers. Hurley Teacher Teams meet regularly and are representative of all teachers within the school. There are processes and protocols in place for team collaboration vertically and by grade level that range from keeping agenda and notes to looking at student work. Teachers meet to discuss assessment data, set goals, and plan next steps for instruction for targeted student groups. Hurley staff are strong advocates that care for students and support them in achieving their goals. Hurley staff promote character values and model behaviors that help create an environment of mutual respect and positive interactions among staff and students. Co-teaching models, utilizing support personnel, differentiated instruction, and various school programs provide opportunities for diverse learners and EL students to be fully integrated and engaged, both physically and socially, into the school community. Students' language and culture is celebrated in the classrooms, assemblies, fine arts, enrichment programs, and visual displays both inside and outside of the school.

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	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

Hurley provides numerous extracurricular and enrichment activities that build leadership, nurture talents and interests, and increase engagement within the school including Comprehensive Gifted Program, folkloric dancing, hip-hop dancing, chess, RISE Program, guitar, violin, volleyball, soccer, basketball, flag football, band, drama production, choir, arts and crafts, aerobics, science bowl team, robotics, mosaic club, piano, Mariachi, Stellar Girls, Scientist for Tomorrow, Science on the Go, National Junior Honor Society and Battle of the Books. Students are exposed to traveling scholars program, motivational speakers and all district sponsored events such as Khan Academy, Science Fair, and CPS connects.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 3 4

- Hurley is fully equipped with surveillance cameras on every floor as well as its perimeter outside the school campus. Our parent volunteers are stationed at every floor when students are inside and these same volunteers supervise them when they are outside. Our Security Officer does rounds throughout the day ensuring that all doors are locked and our school facility is safe. Our student culture is respectful, responsible, and safe.
- Clear procedures for reporting safety concerns exist in our school. Whenever there is a major incident, it is reported to Safety and Security, CPD, and it is also reported to the parents and community via letter.
- The CHAMPs classroom management model is used by all our teachers. All have been trained to establish classroom routines and procedures early in the school year. This leads to minimal loss of instructional time in the classroom. Once routines have been established, students take ownership of these routines and do not need reminders from teachers. They follow them automatically. Students arrival, as well as dismissal are done in a safe and orderly manner. All classrooms have specific designated entrances which also function as their exists during dismissal.
- Hurley is a PBIS School and we use our UNIVERSAL Expectations for all students. They are posted in every classroom and teacher teach these expectations at the beginning of every school year. Teachers model the expectation to all students, e.g. walking in the hallway, being responsible in the washroom, being safe while playing during recess.
- Classroom teachers are proactive and converse with students privately regarding inappropriate behavior, never in the classroom. This causes minimal disruption to the instructional program.
- All classrooms have a T Chart outlining the differences between classroom managed and office managed behavior. Teacher abide by the set criteria. All teachers handle minor student behavior with dignity, some subtle but effective while others involve parents in conferences.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

Proactive:

- Our Positive Behavior and Instructional Support systems which support our restorative environment meets on a monthly basis.
- All classroom teachers post and refer to clear and positive expectations. Teachers model expectations.
- Routines and procedures are established and re taught when students come back from vacation breaks.
- Out families and community are contacted via monthly newsletter regarding positive student behavior.
- Each month students can be seen on the School’s website as they are acknowledged for their good behavior

Instructive:

- Teachers instruct our students using discipline as an opportunity to teach these competencies.
- Our teachers use the MTSS model for social, emotional, and behavioral support and growth.
- All teachers teach the Universal PBIS rules: expected behaviors and expectations. Expectations are positively reinforce school wide on a consistent basis.
- Our teachers redirect our students privately and respectfully.

Restorative:

Hurley is a PBIS and a CHAMPs school . We focus on the positive - catch students doing good and praise them for it. However we do follow and adhere to the Student Code of Conduct.

Most discipline problems that occur in school result from conflicts between students. Our teachers make every effort to work with students to help them resolve conflicts without resorting to verbal abuse or physical violence. Students involved in conflict are made aware of the following strategies:

- Agree to problem solve.
- Commit to working together to solve conflict.
- Listen to each other’s point of view.
- Focus on interests; find out what each party wants.
- Create win-win options that address interests of parties in dispute.
- Evaluate options for fairness and feasibility.
- Create an agreement that outlines who will do what, when, where, and how it will be done.

All adults help redirect students to correct inappropriate behavior and to minimize the likelihood of the behavior escalating or recurring. We intervene to minimize disruption and we help to resolve conflict. Our aim is to keep our students safe. However, if students are injured, we immediately notify parents.

When student misbehavior is reported, a full investigation is conducted by talking to students, teachers, school staff or witnesses to the incident. We gather information, analyze, and we provide the students the opportunity to explain his/her actions. Finally, we make a determination and assign interventions or consequences according to the Student Code of Conduct.

If a student receives an out of school suspension, our school plans to support the student’s transition back to the school community, including strategies to prevent future incidents, restoring relationships, and addressing the student’s ongoing social, emotional and academic needs.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Hurley hosts data sessions for parents that includes grade level expectations and individualized improvement plan for each student. Hurley will continue to work on incorporating all parents by providing multiple informational sessions. Hurley provides information to PreK and 8th grade students and families regarding school choices. Hurley 3rd, 6th and 8th Grade promotion contracts distributed to parents and addressed at orientation meeting at the beginning of the school year and re-visited during parent teacher conferences. Hurley monitors and supports 8th grade student enrollment process into high school and hosts individual student/parent conferences. Hurley Office Staff provides in district school information for relocating families.

Hurley communicates school vision and goals with stakeholders through open house, monthly school news letter, LSC, BAC, and Title 1 meetings, meeting with the principal, and special meeting to inform parents of our 8th grade Chile Student Exchange Program. School and staff have an ongoing two-way communication with families about student performance of grade level expectations through student agendas, meetings, remediation plans, and direct phone calls. Teachers provide reading, math, and science workshops to support parents on helping their children succeed academically. Hurley website, Hurley Twitter account, monthly Principal attendance at parent meetings, designated Parent Liaison, and continuing to have open door policy where parents feel comfortable to ask questions and receive information in their native language in a timely manner.

Hurley provides opportunities for parents to be motivated, empowered, and engaged in their children's education through volunteering program and by providing space and time during the school day for parents to have monthly meetings and workshops. Hurley provides technology and ESL classes for parents. Hurley also provides frequent opportunities for families and community to participate in authentic and engaging activities including assemblies, family nights, open house, science fair, talent show, sports, battle of the bands, Multicultural Fair, enrichment activities. Hurley strives to increase parent engagement by encouraging families and community to engage in all school activities. Parents work with community partners to create costumes, displays, and decorations for performances.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

4 Expectations for depth & breadth of Student Learning: Rigorous Student Tasks

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

Goals

Required metrics (Elementary)

2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
100% of students are expected to meet their norm growth target. If everyone meets their target that will place us at the 50th %ile in growth. Annual goal is 5 %ile points.	75.00	40.00	90.00	99.00
National School Growth Percentile - Math				
(Blank)	80.00	78.00	90.00	99.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	61.00	(Blank)	71.00	76.00
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
(Blank)	75.00	45.00	90.00	99.00
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	20.00	25.00	30.00
Diverse Learner Growth Percentile - Reading				
(Blank)	1.00	1.00	50.00	60.00
African-American Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
(Blank)	79.00	79.00	84.00	90.00
English Learner Growth Percentile - Math				
(Blank)	(Blank)	90.00	93.00	95.00
Diverse Learner Growth Percentile - Math				
(Blank)	3.00	44.00	57.00	64.00
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	45.00	48.00	57.00	64.00

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

(Blank)	66.00	77.00	83.00	90.00
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	46.00	29.00	40.00	50.00
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National School Attainment Percentile - Math (Grade 2)

(Blank)	57.00	27.00	39.00	50.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	48.60	55.40	61.00	66.00
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Average Daily Attendance Rate

(Blank)	96.30	95.80	96.00	96.50
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My Voice, My School 5 Essentials Survey

Well Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

implement a growth mindset which fosters the "No excuses" mentality to learning	a shift in culture that teachers expect students to have the ability and confidence to grow with effort, as well as increased student engagement and growth because of higher cognitive energy	increase the number of on track students by 5% overall
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Tags:

Specialized Academic Programs - Gifted, Academic gain, Culture of learning, Academic expectations

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Provide monthly pd and collaboration time (3rd week of each month) aligned to the framework developed by Chicago Educational Fund to align tasks to promote a growth mindset in the classroom.	Admin and teacher leads	Aug 22, 2016 to Jun 23, 2017	PD agendas, Master schedule, and meeting notes	Not started
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Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Professional Learning, Growth mindset, Common planning time

Purchase research based materials for implementation of growth mindset strategies.	Admin	Jul 1, 2016 to Aug 26, 2016	POs	Not started
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Materials, Professional development

Monitor and address issues in the areas of D/F evaluations in Reading/Math and attendance rates lower than 95%	Admin/Lead Teachers	Sep 6, 2016 to Jun 23, 2017	Dashboard Reports	Not started
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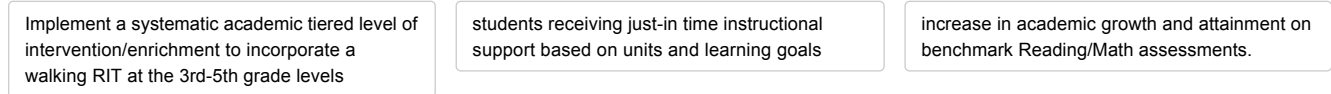
Attendance rate, Academic achievement

Strategy 2

If we do...

...then we see...

...which leads to...



Tags:
MTSS, Assessment, Intervention, Academic

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a time distribution for 3rd-5th that allows each student to receive one of hour of common tiered instructional time devoted to academic intervention/enrichment.	Teacher Leaders	Jul 1, 2016 to Sep 2, 2016	Time Distribution NWEA, Unit Assessments, REACH	Not started

MTSS, Time

Analyze data and create tiered instructional groups	Teacher Leaders & Teacher Teams	Aug 29, 2016 to Sep 30, 2016	Tiered Groups NWEA, Unit Assessments, REACH Assessments	Not started
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MTSS, Data analysis, Data driven instruction, Flexible grouping

Provide pd and planning time for 3-5th grade teachers to develop targeted data-based lessons for tiered instruction including CGP.	Teacher Leaders & Teacher Teams	Aug 29, 2016 to May 31, 2017	PD Agendas NWEA, TRC, Unit Assessments, REACH Assessments	Not started
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MTSS, Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Intervention, Lesson planning, Common planning time

Formal regrouping will take place with middle of the year benchmark.	Teacher Leaders & Teacher Teams	Dec 1, 2016 to Jan 20, 2017	Tiered Groups	Not started
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MTSS, Data analysis, Data driven instruction, Flexible grouping

Purchase research-based instructional materials and progress monitoring tools. (Reading - Fountas & Pinnell; Math - Touch Math)	Principal	Jul 1, 2016 to Sep 2, 2016	POs	Not started
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Instructional materials, Progress monitoring

Strategy 3

If we do...

continue to enhance personalized learning through school programming, grants, acceleration, and school/district initiatives in order to support a wide range of enriched academic opportunities through pilot classrooms aligned to the LEAP and The Chicago Education Fund framework

...then we see...

students making choices to personalize their learning and contributing to the community through independent and collaborative learning

...which leads to...

increase in the number of students participating in various academic programs such as Battle of the Books, Science Fair, Do the Write Thing, and Science Bowl, etc.

Tags:

Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

Create a systematic process for middle school students to have selection of enrichment courses including but not limited to Spanish, Drama, Dance, Mariachi, Choir, Music, Visual Art, etc.

Scheduler

Jul 1, 2016 to Feb 10, 2017

Student Schedules

Not started

Scheduling, Magnet cluster schools, Enrichment, Student interest

Provide opportunities for students to participate, have a voice, and take informed action through student-led groups such as National Junior Honor Society, Chile Ambassadors, Student Council, Conservation Club, etc.

Principal

Aug 24, 2016 to Jun 22, 2017

Group Membership

Not started

Magnet cluster schools, Student engagement, Student council, Student voice, Student leadership

Provide opportunities for students to engage in extracurricular programs outside of the regular school day such as RISE, Robotics, Violin, Sports, Science, etc.

Principal

Aug 24, 2016 to Jun 22, 2017

Program Attendance

Not started

Magnet cluster schools, Student engagement, Student interest, Sports

Provide professional development and collaboration opportunities for teachers/staff to develop personalized learning/student-led unit/lesson plans/real world problem solving with real world applications

Teacher Leaders

Jul 1, 2016 to Jun 22, 2017

Professional Development Calendar

Not started

Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Teacher Teams/Collaboration, Professional development, Magnet cluster schools, Lesson plans, Units of study

Provide opportunities for our K-5 students to participate in Fine Arts programs throughout the school day including Music, Visual Art, Mariachi, Chinese, Choir, etc.	Administration	Jul 1, 2016 to Jun 30, 2017	Enrichment Schedules	Not started
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Diverse Learners, English Learners, Scheduling, Magnet cluster schools, World language, Fine arts, Enrichment

Implement 2nd year Dual Language Program of instruction in all Grade K and 1 classrooms	Dual Language Team	Jun 22, 2016 to Jun 30, 2017	Curriculum and Instruction	Not started
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English Learners, Dual Language, Instruction, Curriculum

Provide PD and planning time for teacher teams to develop/adjust lessons & unit plans	Teacher Teams	Jun 22, 2016 to Jun 30, 2017	Unit/Lesson Plans	Not started
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Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Instruction, Magnet cluster schools, Units of study

Develop and implement a universal monitoring tool to track diverse learners academic progress	Case Manager and LBS Teachers	Aug 29, 2016 to Jun 30, 2017	Monitoring Tool	Not started
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Diverse Learners, Progress monitoring

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide monthly pd and collaboration time (3rd week of each month) aligned to the framework developed by Chicago Educational Fund to align tasks to promote a growth mindset in the classroom. Tags: Specialized Academic Programs - Gifted, Academic gain, Culture of learning, Academic expectations, Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Professional Learning, Growth mindset, Common planning time</p>	Admin and teacher leads	Aug 22, 2016	Jun 23, 2017	Not started
<p>✚ Purchase research based materials for implementation of growth mindset strategies. Tags: Specialized Academic Programs - Gifted, Academic gain, Culture of learning, Academic expectations, Materials, Professional development</p>	Admin	Jul 1, 2016	Aug 26, 2016	Not started
<p>✚ Monitor and address issues in the areas of D/F evaluations in Reading/Math and attendance rates lower than 95% Tags: Specialized Academic Programs - Gifted, Academic gain, Culture of learning, Academic expectations, Attendance rate, Academic achievement</p>	Admin/Lead Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Develop a time distribution for 3rd-5th that allows each student to receive one of hour of common tiered instructional time devoted to academic intervention/enrichment. Tags: MTSS, Assessment, Intervention, Academic, MTSS, Time</p>	Teacher Leaders	Jul 1, 2016	Sep 2, 2016	Not started
<p>✚ Analyze data and create tiered instructional groups Tags: MTSS, Assessment, Intervention, Academic, MTSS, Data analysis, Data driven instruction, Flexible grouping</p>	Teacher Leaders & Teacher Teams	Aug 29, 2016	Sep 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide pd and planning time for 3-5th grade teachers to develop targeted data-based lessons for tiered instruction including CGP.</p> <p>Tags: MTSS, Assessment, Intervention, Academic, MTSS, Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Intervention, Lesson planning, Common planning time</p>	Teacher Leaders & Teacher Teams	Aug 29, 2016	May 31, 2017	Not started
<p>✚ Formal regrouping will take place with middle of the year benchmark.</p> <p>Tags: MTSS, Assessment, Intervention, Academic, MTSS, Data analysis, Data driven instruction, Flexible grouping</p>	Teacher Leaders & Teacher Teams	Dec 1, 2016	Jan 20, 2017	Not started
<p>✚ Purchase research-based instructional materials and progress monitoring tools. (Reading - Fountas & Pinnell; Math - Touch Math)</p> <p>Tags: MTSS, Assessment, Intervention, Academic, Instructional materials, Progress monitoring</p>	Principal	Jul 1, 2016	Sep 2, 2016	Not started
<p>✚ Create a systematic process for middle school students to have selection of enrichment courses including but not limited to Spanish, Drama, Dance, Mariachi, Choir, Music, Visual Art, etc.</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, Scheduling, Magnet cluster schools, Enrichment, Student interest</p>	Scheduler	Jul 1, 2016	Feb 10, 2017	Not started
<p>✚ Provide opportunities for students to participate, have a voice, and take informed action through student-led groups such as National Junior Honor Society, Chile Ambassadors, Student Council, Conservation Club, etc.</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, Magnet cluster schools, Student engagement, Student council, Student voice, Student leadership</p>	Principal	Aug 24, 2016	Jun 22, 2017	Not started
<p>✚ Provide opportunities for students to engage in extracurricular programs outside of the regular school day such as RISE, Robotics, Violin, Sports, Science, etc.</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, Magnet cluster schools, Student engagement, Student interest, Sports</p>	Principal	Aug 24, 2016	Jun 22, 2017	Not started
<p>✚ Provide professional development and collaboration opportunities for teachers/staff to develop personalized learning/student-led unit/lesson plans/real world problem solving with real world applications</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Teacher Teams/Collaboration, Professional development, Magnet cluster schools, Lesson plans, Units of study</p>	Teacher Leaders	Jul 1, 2016	Jun 22, 2017	Not started
<p>✚ Provide opportunities for our K-5 students to participate in Fine Arts programs throughout the school day including Music, Visual Art, Mariachi, Chinese, Choir, etc.</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, Diverse Learners, English Learners, Scheduling, Magnet cluster schools, World language, Fine arts, Enrichment</p>	Administration	Jul 1, 2016	Jun 30, 2017	Not started
<p>✚ Implement 2nd year Dual Language Program of instruction in all Grade K and 1 classrooms</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, English Learners, Dual Language, Instruction, Curriculum</p>	Dual Language Team	Jun 22, 2016	Jun 30, 2017	Not started
<p>✚ Provide PD and planning time for teacher teams to develop/adjust lessons & unit plans</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Instruction, Magnet cluster schools, Units of study</p>	Teacher Teams	Jun 22, 2016	Jun 30, 2017	Not started
<p>✚ Develop and implement a universal monitoring tool to track diverse learners academic progress</p> <p>Tags: Specialized Academic Programs - Gifted, Family and Community Engagement, Personalized Learning, Student enrichment, Grants, Student engagement, Diverse Learners, Progress monitoring</p>	Case Manager and LBS Teachers	Aug 29, 2016	Jun 30, 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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The Title 1 Annual Meeting and Title 1 PAC organizational meeting will be held on September 30, 2016. All information will be both in English and Spanish and readily available on the Hurley website. www.HurleyHawks.org

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Title 1 Annual Meeting and Title 1 PAC organizational meeting will be held on September 30, 2016. All information will be both in English and Spanish and readily available on the Hurley website. www.HurleyHawks.org Meetings are announced in the school calendar and notices are sent home seven days prior to the meeting.

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.

There will be general data information meetings held and an open house at the beginning of the school year. When assessments results are in, parents receive information about the students' tests with an explanation in native language and in English. Additionally, parent informational presentations are held during the first few meetings of the parent committee, BAC, LSC and NCLB-PAC.

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.

Parents will hold their schedule monthly NCLB-PAC, BAC and LSC meetings. Parents can request that the administration speaks about specific topics during the scheduled meetings. Parents are encouraged to ask questions during the public participation part of the meetings. When parents have additional and specific requests, they are welcomed to call/come to the school and ask their questions. When possible and appropriate school can respond immediately to parents' 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.

Results of State mandated assessments such a NWEA and ACCESS for ELs will be sent home with the student as soon as they are made available to the school. Students' results along with an explanation of the results in the native language and in English will be provided.

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.

If in case that a student and/or group of students is taught by a teacher who is not highly qualified, as defined by the Title I final regulations, for at least 4 consecutive weeks, parents will be informed by a written notice of such occurrence.

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 of participating NCLB Title I children, understand the State's academic standards mandated academic assessments, including the alternative assessments, the requirements of Title I part A: how to monitor the child's progress, and how to work with educators, by publishing a Parent Guide that includes the information listed previously.

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.

Hurley sends a monthly newsletter informing parents about academic and other school activities. Hurley has computer classes for adults 2 days a week from 1-3pm. Parents can also attend ESL classes held during school 2 days a week from 8:15-10:30am. Parents also receive Art and Science classes periodically.

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.

During staff development in institute days the administration shares the parents' concerns and point of views. Administration builds cultural awareness and staff receives feedback after parents questionnaires are filled. Teachers assume responsibility and take turns organizing Parent Night at Hurley. We also have Art, Contemporary Dance, and Folkloric Dance where parents are an integral part of the program.

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.

All board approved school calendars are shared immediately with family and community. All parents are informed of school activities by the monthly calendar and newsletter, as well as, the school marquee in the native language and in English. All parents are welcomed and are invited to participate in school activities.

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.

All school and parent activities are published in the monthly calendar and in the newsletter. Both informational documents are published in English and in Spanish. When additional activities are scheduled and are not published in the calendar and/or newsletter an additional specific note will be issued, in English and Spanish, ans sent to parents. All documents, letters, newsletters and notices are sent in written in English and Spanish.

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.)

The Mission of the Hurley School Community, in collaboration with family and community partners, is to educate all our students, including English learners, gifted and diverse learners, through a rigorous educational program that encompasses outstanding character values, inquiry, critical thinking, and student-centered exploration. We are committed to academic excellence, fine arts and technology that supports our students' readiness for success in college and career as well as celebrated our cultural differences in a safe environment. Hurley's Vision is to provide a rigorous educational program that integrates the fine, performing arts and technology into the curriculum to pursue academic excellence. Our learning community is dedicated to encouraging and supporting all students, including English learners, gifted and diverse learners, while instilling values of good citizenship and respect for all cultures. We are committed to preparing and graduating students with academic, technological and artistic knowledge, to excel and compare in the ever-changing global community.

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.

The school will have parent-teacher conferences in which this compact will be discussed as it relates to each individual student's academic achievement. The conferences will be held during first and third quarter marking periods as scheduled by the District. Parent-Teacher conferences are also held at the request of either party to inform parents of the students' progress.

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

The school will provide parents with frequent Student Progress Reports. Student Progress Reports are sent home to parents every six weeks of the year-round school calendar. Parents will receive report cards four times a year with two being teacher conferences. All students will receive a report with information about student's progress. Other reports include PARCC, NWEA, Dibels, NEXT, IDEL, ACCESS for ELL's, any new district and weekly assessments results. Parent and/or teacher can request a follow-up conference if needed.

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

School staff is available before and after school and/or with appointment. Parents also meet staff at the beginning of the school year, during open house, and report card pick-up days. Any time that there are field trips parents communicate with office and teaching staff. Additionally, planning committee meetings give parents the opportunities to communicate with administrators and office staff a minimum of three times a month for each of the parent committees.

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 come, observe, participate, and ask questions during Open House Day, reading and math parent workshops, assemblies, field trips and on any occasion that they wish to sit in their child's classroom to observe.

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

Parents can support and monitor their children's learning as follows: students will attend school regularly, on time, parent will provide a quiet place to study, by monitoring that the homework is completed, signing the agenda everyday, reading with child at home, attending parent-teacher conferences and communicating with teachers and instilling positive behaviors for home and school, show respect for school 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 participate in the decisions relating to the education of their children by directly participating in the school's LSC, BAC, and NCLB-PAC monthly parent committees, and by attending additional parent workshops and demonstrations. Parents can consult teachers, staff and/or check the website by calling and/or visiting the school.

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

Students will share the responsibility by attending school regularly, coming on time prepared with their homework and supplies, work hard in class, having positive attitude toward self and their learning. Middle school students will share a greater responsibility in becoming independent learners by setting academic goals for themselves, deciding how to accomplish these goals, and assessing their achievements through aspiration portfolios and participating in an advisory period, and adopting the middle school model from 6-8th grade that will allow them to transition into HS smoothly. Students will work to resolve conflicts in positive and nonviolent ways. Students are recognized for good and perfect attendance. Hurley is a PBIS school that recognizes and encourages positive behavior. The addition of CHAMPS to PBIS will continue to support the MTSS behavioral model with Social Emotional Support. Every month the Golden ticket winners receive an incentive and meet with the principal, classrooms who meet the monthly goal for CLAWS for APPLAUSE receive their choice of incentive awards for the class as a whole, the student council can make proposals on issues of improving their participation in academic life. Students are recognized when they participate in sports teams, art activities, clubs, academic teams, and fine art/enrichment student groups.

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.

Meetings for parents throughout the year will include but not limited to: Illinois academic content standards, student's academic achievement standards, local academic assessments including alternate assessments, the requirements of Title 1, Part A: how to monitor their child's progress; and how to work with educators. Literacy, math, and SEL training.

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.	\$ 0	.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.	\$ 1100	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500	.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)	\$ 1097	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 2400	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 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.	\$ 0	.00
53510	Postage Must be used for parent involvement programs only.	\$ 0	.00
53306	Software Must be educational and for parent use only.	\$ 0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0	.00