



Hanson Park Elementary School (/school-plans/196) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/19/2016	ILT Members & Network ISL	CIWP Overview
02/09/2016	ILT Members & Network ISL	SEFOverview/Discussion

03/08/2016	ILT Members & Network ISL	Reviewed SEF Category by Category
03/22/2016	ILT Members & Network ISL	Shared grade level results of SEF and Tallied
04/12/2016	ILT Members & Network ISL	Determined Focus Areas for CIWP Development
05/03/2016	ILT Members & Network ISL	Refined Focus Areas
05/10/2016	ILT Members & Network ISL	Created Action Plan Statements
05/17/2016	ILT Members & Network ISL	Created Goals
05/06/2016	Parent Meeting to gather input into Parent Compact	Created Parent Compact and Plans
05/18/2016	Administration, Curriculum Coach, and ISL	Reviewed and revised Goals and Explanations
05/20/2016	LSC Members, Administrative Team, and Community	Reviewed CIWP and answered questions

#### School Excellence Framework

#### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

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

Score

1 2 3 4

- \*Administrators work closely with grade level teams to implement a clear and strategic vision for school success
- \*State of Schools presentation twice yearly to LSC and Community
- \*5 Essential results indicate school is organized for success
- \*Analysis of NWEA/TRC results drive instructional practice at the classroom level

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

### Instructional Leadership Team:

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

Score

1 2 **3** 4

\*ILT meets bimonthly to discuss student data; effective instructional strategies and pedagogy;  
 \*ILT Chair and Principal set agenda for each meeting;  
 \*Grade level teams submit agendas weekly with ILT focus items included;

### Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

### Professional Learning:

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

Score

1 2 **3** 4

\*School PD plan is developed based on teacher/administrator/Network input to provide support  
 \*Professional learning is selected with the end goal of closing the achievement gap of minority groupings  
 \*PL is relevant to the cultural and linguistic needs of students  
 \*NWEA Growth in Reading was 73%; and 90% in Math  
 \*NWEA Attainment in Reading was 41% and in Math was 69%

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

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

**Aligned Resources:**

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

Score

1 2 **3** 4

- \*Teacher assignments are based on certification, teacher choice, and expertise at the grade level/subject areas;
- \*Teacher Interview protocols are utilized for all open positions;
- \*University partners are utilized in learning strategies in Reading, Math and Science; i.e. DePaul, Erickson, and Loyola
- \*Financial decisions are based on needs, with research based materials to support all student learning;

**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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

1 2 3 4

\*SQRP Growth is 73% in Reading and 90% in Math;  
 \*SQRP Attainment is 43% in Reading and 69% in Math;  
 \*Literacy Units are developed with scope and sequence for all grades;  
 \*Literacy curriculum maps are collaboratively built by grade level teams;  
 \*Math Units and materials are developed collaboratively and based on CCSS;  
 \*Diverse Learners and EL students will be integrated as appropriate, and have access to all learning activities;

### 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

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

Score

1 2 3 4

- \*Materials are purchased to meet the needs of all students;
- \*Research based instructional materials are fully utilized;
- \*Technology is utilized to support learning in all classrooms, including Bilingual and Diverse Learners;
- \*Higher order and creative thinking skills is enhanced by technology;

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

\*\*SQRP Growth is 73% in Reading and 90% in Math;  
 \*SQRP Attainment is 43% in Reading and 69% in Math;  
 \*Student work is posted in all classrooms, including Diverse Learners and ELL students, with rubric scores and suggestions for improvement;  
 \*Grade level teams meet monthly with literacy coach to review and analyse student writing samples;

### 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

- \*Students view college pennants and are aware of post secondary choices through conversations with teachers;
- \*Counselor meets with all eighth grade students to discuss post elementary choices and guidance provided;
- \*Pathways to Success is utilized for academic planning and student goal setting;
- \* Eighth grade students participate in Algebra classes;

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

### Expectations for depth & breadth of Quality Teaching

3 of 3 complete

#### Instruction:

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

Score

1 2 **3** 4

- \*SQRP Growth is 73% in Reading and 90% in Math;
- \*SQRP Attainment is 43% in Reading and 69% in Math;
- \*Classroom teachers post essential questions to drive instruction in all classrooms, including Diverse Learners and ELL Students;
- \*Differentiated instructional strategies are utilized in all classrooms, including Diverse Learners and ELLs;
- \*Grade level teams participate in peer observations;
- \*Formative and summative assessments are utilized in all classrooms including Diverse Learners and ELLs;

### 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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### 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

\*SQRP Growth is 73% in Reading and 90% in Math;  
 \*SQRP Attainment is 43% in Reading and 69% in Math;  
 \*Small group instruction is provided in reading and math to meet Tier 3 student needs;  
 \*PLP are completed for all students;  
 \*Tier 1 and Tier 2 instruction provide varying degrees of supports;  
 \*Student Attendance is 96%;

### 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)
	Supportive Environment
CPS Framework for Teaching	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
CPS Performance Standards for School Leaders	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

Score

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.

1 2 3 4

- \*SQRP Growth is 73% in Reading and 90% in Math;
- \*SQRP Attainment is 43% in Reading and 69% in Math;
- \*Grade level teams discuss and develop grading scales/weighting systems that are equitable;
- \*Multiple measures of assessments are utilized to provide a more comprehensive picture of student learning;

### 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	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1.c. Selecting Learning Objectives</a> <a href="#">1.e. Designing Student Assessment</a> <a href="#">3.d. Using Assessment in Instruction</a> <a href="#">4.a. Reflecting on Teaching &amp; Learning</a> <a href="#">4.b. Maintaining Accurate Records</a>
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:

Score

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.

1 2 3 4

- \*SQRP Growth is 73% in Reading and 90% in Math;
- \*SQRP Attainment is 43% in Reading and 69% in Math;
- \*Student expectations for behavior and academic success are displayed throughout the school;
- \*Students receive recognition for academic achievement and reaching academic goals;
- \*All classroom teachers hold students to high expectations;

## 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	<a href="#">2b. Establishing a Culture for Learning</a>
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

- \*5 Essentials results indicate high level of student to teacher trust;
- \*5 Essentials results indicate high level of teacher to teacher trust;
- \*Student demonstrate high level of respect to diversity of student population, i.e. Severe and Profound Students;
- \*General education students adopt Special Needs students as learning buddies;
- \*Adopt a Student - Mentoring Program:

### Guide for Relational Trust

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

\*Student After School Programming is based on student and staff interests;  
\*Student Council Members contribute to school activity planning;  
\*Students participate in Interscholastic Sports;  
\*Student Service Clubs; ie.: Recycling Club, Tech Team, play an integral role in school and community;

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

\*Vast majority of teaching staff are rated as Proficient or Distinguished on REACH Evaluations;  
 \*MVMS student score indicates a safe school environment;

**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	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The

Score

1 2 **3** 4



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.

- \*Misconduct data reflects majority of minor infractions;
- \*Routines and procedures are positively stated and followed by students throughout the school year;
- \*PBIS is evident throughout school in all classrooms, hallways, and co-curricular classes;

### 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	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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

- \*Newsletters are sent home monthly to communicate with parents and community;
- \*Special events at school are advertised on the website, school marquee, and flyers are sent home;
- \*PAC and BAC Meetings are held on a regular basis and advertised;
- \*MVMS results indicate a favorable rating on parent involvement;
- \*International Festival reflects a variety of cultures through the arts performances;
- \*Monthly Parent Coffees are held with a variety of programming offerings to meet the needs of families;

## 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	
	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score Framework dimension and category

Area of focus Ø= Not of focus

3 Culture of & Structure for Continuous Improvement: Aligned Resources

1	2	3	4	5	Ø
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3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
We will continue to provide PD for all staff in literacy strategies: predicting, summarizing, questioning, inferring, and imaging, combined with grade level literacy units fully aligned to CCSS, along with guided reading focus. Using fourth grade as an example, 68% of our fourth grade students met their projected growth score on the MOY Winter NWEA test.	99.00	73.00	75.00	78.00
<b>National School Growth Percentile - Math</b>				
We will continue to provide PD for all staff in math strategies: math talks, guided math groups, and common core aligned new math curriculum in grades K-5 and common core aligned units in 6-8; Using fourth grade as an example, 67% of our fourth grade students met their projected growth score on the MOY Winter NWEA test.	90.00	90.00	70.00	73.00

% of Students Meeting/Exceeding National Ave Growth Norms

Our students will continue to perform at or above the national norms, because previous data indicates a trend towards improvement when we implement scientifically based programs, and provide professional development for all staff. On the Winter MOY NWEA test, 50% of our student population met or exceeded national norms in Math, while 49% met or exceeded national norms in Reading.

73.30	(Blank)	63.00	65.00
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**African-American Growth Percentile - Reading**

n/a

(Blank)	(Blank)	0.00	0.00
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**Hispanic Growth Percentile - Reading**

We will continue to provide PD for all staff in literacy strategies: predicting, summarizing, questioning, inferring, and imaging, combined with grade level literacy units fully aligned to CCSS, along with guided reading focus. In addition, we will utilize onsite expertise, and outside consultants to reinforce strategies.

99.00	71.00	73.00	76.00
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**English Learner Growth Percentile - Reading**

We will continue to provide PD for all staff in literacy strategies: predicting, summarizing, questioning, inferring, and imaging, combined with grade level literacy units fully aligned to CCSS, along with guided reading focus. In addition, we will utilize onsite expertise, and outside consultants to reinforce strategies. ELL students will receive additional tutoring services from bilingual teachers as needed.

98.00	22.00	60.00	65.00
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**Diverse Learner Growth Percentile - Reading**

In addition to providing PD in building wide reading strategies, we are also incorporating individual and small group differentiated strategies with teachers and ESP's; supported also with technology based reading instruction.

75.00	17.00	26.00	30.00
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**African-American Growth Percentile - Math**

N/A

(Blank)	(Blank)	0.00	0.00
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**Hispanic Growth Percentile - Math**

We will continue to provide PD for all staff in math strategies: math talks, guided math groups, and common core aligned new math curriculum in grades K-5 and common core aligned units in 6-8; we will also provide additional after school tutoring to reinforce classroom strategies.

90.00	90.00	70.00	75.00
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**English Learner Growth Percentile - Math**

We will continue to provide PD for all staff in math strategies: math talks, guided math groups, and common core aligned new math curriculum in grades K-5 and common core aligned units in 6-8; we will also provide additional after school tutoring to reinforce classroom strategies.

66.00	61.00	60.00	65.00
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**Diverse Learner Growth Percentile - Math**

In addition to providing PD in building wide reading strategies, we are also incorporating individual and small group differentiated strategies with teachers and ESP's; supported also with technology based reading instruction.

47.00	28.00	30.00	33.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

We have vertically and horizontally aligned literacy curriculum with CCSS; Based on previous performance data, our results have been stagnant prior to curriculum alignment; teachers will receive continued PD on literacy strategies, conduct peer observations, and receive constructive feedback to improve effective teaching practice, Our students have shown growth in attainment on the NWEA Reading test since 2013, when we were at 17% attainment, to 2015 when we reached 41% attainment.

43.00	41.00	45.00	47.00
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**National School Attainment Percentile - Math (Grades 3-8)**

We have vertically and horizontally aligned math curriculum with CCSS; Previous performance data, has indicated continued growth: we will continue to focus on improving math strategies, i.e.: math talks, guided math groups, conduct peer observations, and receive constructive feedback to improve effective teaching practice, Our students have shown steady attainment growth on the NWEA Math test, with 17% attainment in 2013, 44% in 2014, and 69% in 2015.

44.00

69.00

70.00

74.00

**National School Attainment Percentile - Reading (Grade 2)**

We have vertically aligned literacy curriculum with CCSS; Based on previous performance data, our results have demonstrated significant growth; teachers will receive continued PD on literacy strategies, conduct peer observations, and receive constructive feedback to improve effective teaching practice, Our second graders have shown steady growth in attainment percentiles from 2013 when we saw 3% attainment to 2015 when we reached 62% attainment in Reading.

29.00

62.00

65.00

68.00

**National School Attainment Percentile - Math (Grade 2)**

We will continue to gradually increase the attainment level with support for new math curriculum ( Go Math) and PD for effective math strategies. Our second graders have shown steady growth in attainment percentiles from 2013 when we saw 7% attainment to 2015 when we reached 82% attainment in Math.

34.00

82.00

85.00

88.00

**% of Students Making Sufficient Annual Progress on ACCESS**

We will continue to provide teachers with ELL strategies and provide students with additional supports in the classroom and before/after tutorial instruction, in order to increase students academic and English proficiency levels.

55.20

45.30

50.00

53.00

**Average Daily Attendance Rate**

Consistent student attendance will be maintained through incentive programs, parent support, and monitoring of daily attendance habits.

95.90

96.30

96.00

96.00

**My Voice, My School 5 Essentials Survey**

We have received an Organized status the past two years; we will continue to inform and educate our share folders on the importance of answering the survey with integrity.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we plan scaffolded instruction that uses a wide range of pedagogical approaches...including effective questioning and discussion techniques, progress monitoring, formative assessments, and differentiation...to ensure that all students, including diverse learners and English language learners, have access to complex texts and engage in complex tasks

increased student engagement, participation, and success

75% attainment in math and 50% attainment in reading on NWEA scores; and students will meet at 70% performance on other curriculum specific benchmark assessments and REACH performance tasks.

Tags:

Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction

Area(s) of focus:

1, 2, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction. Teachers in grades K-5 will receive differentiated PD from Erikson Institute in math strategies.	Patricia Green and Administrative Team	Sep 2, 2016 to Jun 22, 2018	Comprehensive professional learning calendar for 2016-2017 and 2017-2018;	On-Track

**Professional development, Peer observation**

Schedule quarterly, practice-focused learning walks to give teachers the opportunity to share "what is working" in their classrooms, or at their grade level, and provide teacher feedback at grade level meetings. Teachers will take a gallery walk for classroom environment at grade level. Math Differentiated Professional Development will occur in grades K-5.	Principal: David Belanger	Sep 2, 2016 to Jun 22, 2018	Quarterly Schedule for multi grade level learning walks;	On-Track
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**Collaborative teachers, Classroom observations, Collaborative feedback**

Plan instruction around the Universal Design for Learning which reduces barriers to instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient	Pam De la Cruz	Sep 2, 2016 to Jun 22, 2018	Monthly Unit Plans with Accommodations/ Differentiation for Tiered Instruction; including IEP's and 504 Plans;	On-Track
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**Differentiated instruction, Universal design for learning, Special education**

Provide quarterly professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction.	Math Team	Sep 2, 2016 to Jun 22, 2018	Comprehensive professional learning calendar for 2016-2017 and 2017-2018;	On-Track
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**Professional development, Math curriculum**

Plan ongoing differentiated classroom instruction that focuses on small group discovery and learning and that allows time for teachers to conference with individual students within the given timeframe.	Math Team	Sep 2, 2016 to Jun 22, 2018	Lesson Plans and Unit Plans	Behind
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**Differentiated instruction, Small group instruction,**

### Conferences

Have an updated Literacy Handbook available for teachers to use as a resource and guide for the methods of teaching literacy employed at Hanson Park School.	Patricia Green	Jun 1, 2016 to Aug 31, 2016	Hanson Park Literacy Handbook document	On-Track
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### Literacy curriculum resources

Use varied resources (study guides, videos, www, etc.) when using quarterly or semester novel studies at fourth to eighth grades to provide more extensive background knowledge and personal experience for students.	Patricia Green	Sep 2, 2016 to Jun 22, 2018	Unit Plans Lesson Plans	Behind
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### Curriculum, Resources, Novel instruction

Purchase and extend instructional resources for the Go Math! program from kindergarten-second grade to third through fifth to build instructional continuity in our Math program.	Esmerelda Roman	Jun 22, 2016 to Aug 31, 2016	Materials: Teachers guides and student books and manipulatives POs	On-Track
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### Instructional continuity

Continue to plan monthly, meaningful and educational field experiences for the students at Hanson Park that directly relate to classroom topics of instruction...and that offer our students an experience and extension of learning that becomes personal to them.	Susan Fumo	Sep 2, 2016 to Jun 22, 2018	Field Trip Plan and calendar available at the beginning of school year	On-Track
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### Field trips

Continue to offer the Talented and Gifted program in Literacy and World Studies to provide our gifted students in grades 4-8 the opportunity to extend learning beyond the regular classroom setting and enjoy field experiences that support the gifted program.	Susan Fumo	Sep 2, 2016 to Jun 22, 2018	Yearly plan for TAG field experiences and units of study	On-Track
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### Differentiated instruction, Talented and gifted

Take first five minutes at weekly grade level meetings so teachers and team leaders can share/teach/implement what is learned at network meetings pertaining to Reading, Math, and Science.	Instructional Lead Team	select	Agendas for grade level meetings	On-Track
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### Collaboration, Common planning

## Strategy 2

If we do...

Design an academically challenging curriculum that fully integrates learning opportunities for all students...including diverse and English language learners...with academically rigorous instruction that inspires students to think and contribute to high quality results, and that is vertically and horizontally aligned to the Common Core State Standards and the CPS Content Frameworks.

...then we see...

increased teacher confidence in applying Common Core State Standards while planning instruction and overall improvement in student performance

...which leads to...





Achievement of attainment targets on NWEA assessments;

Tags:

Aligned resources, Vertical alignment, Alignment

Area(s) of focus:

1, 2, 5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Curriculum committees will continue to work on vertical and horizontal alignment of standards and materials in core subject areas at monthly meetings.	Principal: David Belanger	Sep 1, 2016 to Jun 21, 2017	K-8 Literacy and Math Pacing Guides; Scope and Sequence Manuals for Literacy, Math, and NGSS Science;	On-Track
<b>Curriculum alignment</b>				
Use formative data to develop pacing guides for each grade level to ensure focused and on-track classroom instructional practices	Patricia Green	Jun 1, 2016 to Aug 22, 2016	Completed pacing guides in Literacy, math, and science;	Behind
<b>Lesson planning, Pacing</b>				
Utilize/Implement curriculum that is CCSS state standard aligned and academically challenging...including Words Their Way, Go Math!, Wordly Wise, and Reader's Journey	Principal: David Belanger	Sep 2, 2016 to Jun 22, 2018	Monthly Unit Plans ; Curriculum Guides	On-Track
<b>Curriculum Design, Professional development</b>				
Use in-house expertise to consult and instruct teachers on a monthly basis on making modifications and accommodations to planning and instruction to meet the needs of all learners	Pam De la Cruz	Sep 1, 2016 to Jun 22, 2018	Monthly Teacher Lead PD within the yearly schedule; Sign In sheets for PD; Orange Folders	On-Track
<b>MTSS, Professional development, Instructional support</b>				
Catalog novel units/sets by grade level and adhere to grade level specific schedule for novel use to avoid repetition and off-level instruction	Patricia Green	Jun 22, 2016 to Aug 22, 2016	Grade Level Novel List; Novel Catalog	Completed

## Curriculum, Reading



Grade levels will use one quarterly grade level meeting to establish pacing guidelines, adhered to state standard and CPS requirements, and expectations for the next grade. More planning time will be centralized on the new Math curriculum.

Math Team

Sep 2, 2016 to Jun 22, 2018

"Live" document pacing guides

Behind

**Ccss, Pacing, Curriculum planning**

Academic Vocabulary will continue to be a focus for all grades, supported by the Words Their Way and Wordly Wise curriculum series'.

Patricia Green

Sep 2, 2016 to Jun 22, 2017

Class Observations  
Learning Walks  
Word Walls

On-Track

**Curriculum, Vocabulary**

Continue to offer rigorous Algebra instruction in a smaller class-size setting to ensure that students are prepared for honors-level classes at selective enrollment high schools

Joshua Silverman

Sep 2, 2016 to Jun 22, 2018

Gradebook  
Lesson Plans

On-Track

**Math curriculum, Academic supports**

Provide English Language Learners multiple avenues to learning the English language by using Heggerty Phonics and Sadlier Phonics in English and Spanish in kindergarten through second grade bilingual classrooms

Esmerelda Roman

Sep 2, 2016 to Jun 22, 2018

Curriculum Maps  
Lesson Plans  
Unit Plans

On-Track

**Bilingual education**

**Strategy 3**

If we do...

Use a common assessment system that measures both student progress and understanding of state standards, that includes summative and formative assessments that provide a more comprehensive picture of student learning, and that employs allowances for accommodations and modifications for diverse learners and English language learners

...then we see...

teachers at all grade levels collaborating on common assessments and developing appropriate formative assessments that align with instruction

...which leads to...

grade level consistency across Gradebook and parent use of the Parent Portal on a weekly basis

Tags:

MTSS, Academics, Common assessment, Formative assessments

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Utilize assessments that continue to promote academic vocabulary for all students as well as English Language Learners and develop collaborative assessments that lead to consistent grading practices within and across all grade levels.

Patricia Green

Sep 2, 2016 to  
Jun 22, 2018

Gradebook  
Assessments  
Observations

On-Track

#### Assessment, Academics, Planning

Develop and implement a proficiency-based grading system that produces grades that more accurately reflect a student's learning progress and achievement, including situations in which students struggled early on in the semester or school year, but then put in the effort and hard work needed to meet expected standards

Principal: David  
Belanger

Jul 11, 2016 to  
Aug 31, 2016

Lesson Plans  
Gradebook

On-Track

#### Assessment, Grading

Continue to monitor CPS Gradebook to ensure that all is up to date, justifiable, and reflective of teaching and learning, and that there is grade level commonality with weighted categories and percentages

Esmeralda Roman

Sep 1, 2016 to  
Jun 21, 2017

Gradebook

On-Track

#### Assessment, Gradebook, Reflection

Continue to monitor TRC and mClass testing sessions in the beginning, middle, and end of the year and use the data to study progress, achievement, and student readiness and growth in Reading and in Math.

Esmeralda Roman

Oct 3, 2016 to  
Jun 22, 2018

mClass reports  
Amplify Reports

On-Track

#### Assessment, Data analysis

Develop a "Rubric Bank" section of the Literacy Handbook that holds common assessment rubrics for all grade levels

Patricia Green

Sep 2, 2016 to  
Sep 2, 2016

Literacy Handbook

Behind

#### Assessment, Rubrics, Literacy handbook

Use multiple measures (teacher-made tests, end of chapter quizzes, performance task rubrics) to supplement district assessments with other formative assessments to provide a more comprehensive picture of student learning.

Patricia Green

Sep 2, 2016 to  
Jun 22, 2018

Lesson Plans  
Unit plans  
Standards -based Bulletin Boards  
Student work

On-Track

#### Performance tasks, Multiple measures of assessment

Analyze school-wide, grade level, and classroom assessment data on a quarterly basis to determine instructional effectiveness and subsequent learning needs

Principal: David Belanger

Sep 2, 2016 to Jun 16, 2017

Data Analysis Info Meeting Agendas

On-Track

**Data analysis**

Establish a goal-setting routine each semester in grades 2-8 that coordinates with the NWEA test. Students will be keenly aware of their growth targets and learning goals. Expectations will be clear and understandable for all students, including diverse learners and English Language Learners.

Principal: David Belanger

Sep 2, 2016 to Dec 16, 2016

Student Goal Setting Sheets

On-Track

**Goal setting**

**Strategy 4**

If we do...

If we develop strong and consistent school and classroom rules and consequences and implement policies and procedures that emphasize proactive, instructive, and restorative approaches to discipline that focus on shaping behavior rather than punishing behavior

...then we see...

teachers using a proactive approach to discipline and a decrease in the number of students being removed from instruction due to behavior

...which leads to...

a calm learning environment and decrease in the number of disciplinary actions taken by administration, as can be seen on Dashboard.

Tags:

Professional Learning, Restorative approaches, Discipline

Area(s) of focus:

1, 4

Action step

Develop an onsite Behavioral Health Team to coordinate appropriate behavioral interventions for students with Individual Education Plans, 504 Plans, or those students requiring counseling

Responsible

Case Manager: Tammy Siegel

Timeframe

Sep 1, 2016 to Jun 21, 2017

Evidence for status

Meeting Sign In Sheets  
Team Reports

Status

Completed

**MTSS, Differentiation**

Create supportive environments for reshaping behavior that ensure that discipline is proactive, instructive. and restorative

Pam De la Cruz

Sep 1, 2016 to Jun 21, 2017

Dashboard statistics  
Reduction in Discipline Referrals

On-Track

**Behavior and Safety, Pbis, Behavior supports**

Develop a procedural mentoring program that offers one-on-one interaction between a teacher and a student...so that every student who needs one has "their person" that they are comfortable sharing and interacting with, and can conference with on a monthly basis or as needed.

Pam De la Cruz

Sep 1, 2016 to Jun 21, 2017

Reports from the mentoring team  
Communication Logs

On-Track

**Student Health & Wellness, Student engagement, Behavior supports;, Mentoring**

Teachers and students will work jointly throughout the first four weeks of the school year to establish fair and consistent classroom rules and routines and discuss consequences for not following established rules.	Classroom Teachers	Sep 5, 2016 to Oct 3, 2016	Posted rules in classrooms/pods	Completed
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**Rule creation, Teacher-student collaboration**

Provide a one-time, beginning of the year, professional development session on de-escalating problem situations and having restorative conversations between students in conflict.	Pam De la Cruz	Sep 2, 2016 to Sep 2, 2016	Professional Development Calendar	Completed
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**Conflict resolution**

Create an all-encompassing MTSS committee that will meet once a month and that is dedicated to social-emotional supports and disciplinary action for all students including ELLs and diverse learners..	Tammy Siegel	Sep 2, 2016 to Jun 22, 2018	Meeting agendas Anecdotal Records	On-Track
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**MTSS, Interventions and supports**

Continue the daily "Golden Ticket" PBIS reward program for grades K-4	Counselor	Sep 2, 2016 to Jun 22, 2018	Quarterly awards assemblies for Golden Ticket winners	On-Track
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**Pbis, School climate**

Develop a monthly PBIS reward program for grades 5-8 that includes motivational activities appropriate for those grade levels.	Counselor	Sep 6, 2016 to Jan 20, 2017	Program Outline Reward Schedule	On-Track
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**Pbis, School climate**

**Strategy 5**

If we do...

Use performance data to design professional learning in order to support school-wide achievement for all learners, including diverse learners and English language learners

...then we see...

ongoing utilization of research based teaching practices and strong, small group instruction in literacy and math

...which leads to...

increased student engagement and a well-rounded, informed staff that is confident in using research-based instructional strategies relevant to our student and community population.

Tags:  
Professional development, Student engagement, Data analysis, Curriculum planning

Area(s) of focus:  
1, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Use multiple avenues of Professional Learning throughout the year including external partners and internal expertise across core subject areas and grade levels that enhances both student learning and professional best practice

Principal: David Belanger

Sep 1, 2016 to Jun 21, 2017

Professional Learning Calendar Sign in sheets from PD sessions

On-Track

**Professional Learning, Best practice, Collaborative teachers**

Provide quarterly Professional Learning in core subject areas to increase teacher knowledge and confidence

Patricia Green

Sep 1, 2016 to Jun 21, 2017

Observations Increased student performance

On-Track

**Professional Learning, Teacher-teacher trust & support, Best practice**

Develop an in-house mentoring and guidance program for first year teachers and teachers new to CPS and Hanson Park to ensure research-based, best practices are utilized with success in the classroom

Pam De la Cruz

Sep 1, 2016 to Jun 21, 2017

Documentation of Communications Meeting Sign in Sheets Collaboration Logs

On-Track

**Teacher Teams/Collaboration, Mentoring**

Develop a year-long focused plan for whole staff professional learning that is aligned to school-wide priorities and growth goals that ensures that professional learning is ongoing, job-embedded, and relevant to teachers

Pam De la Cruz

Sep 1, 2016 to Jun 21, 2017

Professional Learning Plan Calendar of PD Sign in sheets

On-Track

**Professional Learning, Pd planning**

Use monthly early arrival Fridays to provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction.

Patricia Green

Sep 2, 2016 to Sep 2, 2016

Comprehensive professional learning calendar for 2016-2017 and 2017-2018;

On-Track

**Professional development**

Provide professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction.

Math Team

Sep 2, 2016 to Nov 11, 2016

Agenda Sign-in sheet

Completed

**Professional development**

Provide professional development to teachers in grades K-5 focused on differentiated instruction in Math while using the Go Math! curriculum

Math Team

Aug 31, 2016 to Aug 31, 2016

Professional Development Calendar

Completed

**Math, Professional development, Differentiation**

Use the last five minutes of weekly grade level meetings to inform teachers of what is working at Hanson Park and encourage them to collaborate and visit classrooms to observe best practices to use within their own classrooms.

Principal: David Belanger

Aug 10, 2016 to Jun 22, 2017

Grade Level Meeting notes and agendas

Cancelled

**Professional development**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction. Teachers in grades K-5 will receive differentiated PD from Erikson Institute in math strategies.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Professional development, Peer observation</p>	Patricia Green and Administrative Team	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✚ Schedule quarterly, practice-focused learning walks to give teachers the opportunity to share "what is working" in their classrooms, or at their grade level, and provide teacher feedback at grade level meetings. Teachers will take a gallery walk for classroom environment at grade level. Math Differentiated Professional Development will occur in grades K-5.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Collaborative teachers, Classroom observations, Collaborative feedback</p>	Principal: David Belanger	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✚ Plan instruction around the Universal Design for Learning which reduces barriers to instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Differentiated instruction, Universal design for learning, Special education</p>	Pam De la Cruz	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✚ Provide quarterly professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Professional development, Math curriculum</p>	Math Team	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✚ Plan ongoing differentiated classroom instruction that focuses on small group discovery and learning and that allows time for teachers to conference with individual students within the given timeframe.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Differentiated instruction, Small group instruction, Conferences</p>	Math Team	Sep 2, 2016	Jun 22, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Have an updated Literacy Handbook available for teachers to use as a resource and guide for the methods of teaching literacy employed at Hanson Park School.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Literacy curriculum resources</p>	Patricia Green	Jun 1, 2016	Aug 31, 2016	On-Track
<p>✦ Use varied resources (study guides, videos, www, etc.) when using quarterly or semester novel studies at fourth to eighth grades to provide more extensive background knowledge and personal experience for students.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Curriculum, Resources, Novel instruction</p>	Patricia Green	Sep 2, 2016	Jun 22, 2018	Behind
<p>✦ Purchase and extend instructional resources for the Go Math! program from kindergarten-second grade to third through fifth to build instructional continuity in our Math program.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Instructional continuity</p>	Esmerelda Roman	Jun 22, 2016	Aug 31, 2016	On-Track
<p>✦ Continue to plan monthly, meaningful and educational field experiences for the students at Hanson Park that directly relate to classroom topics of instruction...and that offer our students an experience and extension of learning that becomes personal to them.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Field trips</p>	Susan Fumo	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Continue to offer the Talented and Gifted program in Literacy and World Studies to provide our gifted students in grades 4-8 the opportunity to extend learning beyond the regular classroom setting and enjoy field experiences that support the gifted program.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Differentiated instruction, Talented and gifted</p>	Susan Fumo	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Take first five minutes at weekly grade level meetings so teachers and team leaders can share/teach/implement what is learned at network meetings pertaining to Reading, Math, and Science.</p> <p>Tags: Aligned resources, Assessment design, Approaches to teaching and learning, Instruction planning, Analysis of data, progress monitoring, rit instruction, small group instruction, Collaboration, Common planning</p>	Instructional Lead Team			On-Track
<p>✦ Curriculum committees will continue to work on vertical and horizontal alignment of standards and materials in core subject areas at monthly meetings.</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Curriculum alignment</p>	Principal: David Belanger	Sep 1, 2016	Jun 21, 2017	On-Track
<p>✦ Use formative data to develop pacing guides for each grade level to ensure focused and on-track classroom instructional practices</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Lesson planning, Pacing</p>	Patricia Green	Jun 1, 2016	Aug 22, 2016	Behind
<p>✦ Utilize/Implement curriculum that is CCSS state standard aligned and academically challenging...including Words Their Way, Go Math!, Wordly Wise, and Reader's Journey</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Curriculum Design, Professional development</p>	Principal: David Belanger	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Use in-house expertise to consult and instruct teachers on a monthly basis on making modifications and accommodations to planning and instruction to meet the needs of all learners</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, MTSS, Professional development, Instructional support</p>	Pam De la Cruz	Sep 1, 2016	Jun 22, 2018	On-Track
<p>✦ Catalog novel units/sets by grade level and adhere to grade level specific schedule for novel use to avoid repetition and off-level instruction</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Curriculum, Reading</p>	Patricia Green	Jun 22, 2016	Aug 22, 2016	Completed
<p>✦ Grade levels will use one quarterly grade level meeting to establish pacing guidelines, adhered to state standard and CPS requirements, and expectations for the next grade. More planning time will be centralized on the new Math curriculum.</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Ccss, Pacing, Curriculum planning</p>	Math Team	Sep 2, 2016	Jun 22, 2018	Behind
<p>✦ Academic Vocabulary will continue to be a focus for all grades, supported by the Words Their Way and Wordly Wise curriculum series'.</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Curriculum, Vocabulary</p>	Patricia Green	Sep 2, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue to offer rigorous Algebra instruction in a smaller class-size setting to ensure that students are prepared for honors-level classes at selective enrollment high schools</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Math curriculum, Academic supports</p>	Joshua Silverman	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Provide English Language Learners multiple avenues to learning the English language by using Heggerty Phonics and Sadlier Phonics in English and Spanish in kindergarten through second grade bilingual classrooms</p> <p>Tags: Aligned resources, Vertical alignment, Alignment, Bilingual education</p>	Esmerelda Roman	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Utilize assessments that continue to promote academic vocabulary for all students as well as English Language Learners and develop collaborative assessments that lead to consistent grading practices within and across all grade levels.</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Assessment, Academics, Planning</p>	Patricia Green	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Develop and implement a proficiency-based grading system that produces grades that more accurately reflect a student's learning progress and achievement, including situations in which students struggled early on in the semester or school year, but then put in the effort and hard work needed to meet expected standards</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Assessment, Grading</p>	Principal: David Belanger	Jul 11, 2016	Aug 31, 2016	On-Track
<p>✦ Continue to monitor CPS Gradebook to ensure that all is up to date, justifiable, and reflective of teaching and learning, and that there is grade level commonality with weighted categories and percentages</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Assessment, Gradebook, Reflection</p>	Esmeralda Roman	Sep 1, 2016	Jun 21, 2017	On-Track
<p>✦ Continue to monitor TRC and mClass testing sessions in the beginning, middle, and end of the year and use the data to study progress, achievement, and student readiness and growth in Reading and in Math.</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Assessment, Data analysis</p>	Esmeralda Roman	Oct 3, 2016	Jun 22, 2018	On-Track
<p>✦ Develop a "Rubric Bank" section of the Literacy Handbook that holds common assessment rubrics for all grade levels</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Assessment, Rubrics, Literacy handbook</p>	Patricia Green	Sep 2, 2016	Sep 2, 2016	Behind
<p>✦ Use multiple measures (teacher-made tests, end of chapter quizzes, performance task rubrics) to supplement district assessments with other formative assessments to provide a more comprehensive picture of student learning.</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Performance tasks, Multiple measures of assessment</p>	Patricia Green	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Analyze school-wide, grade level, and classroom assessment data on a quarterly basis to determine instructional effectiveness and subsequent learning needs</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Data analysis</p>	Principal:David Belanger	Sep 2, 2016	Jun 16, 2017	On-Track
<p>✦ Establish a goal-setting routine each semester in grades 2-8 that coordinates with the NWEA test. Students will be keenly aware of their growth targets and learning goals. Expectations will be clear and understandable for all students, including diverse learners and English Language Learners.</p> <p>Tags: MTSS, Academics, Common assessment, Formative assessments, Goal setting</p>	Principal: David Belanger	Sep 2, 2016	Dec 16, 2016	On-Track
<p>✦ Develop an onsite Behavioral Health Team to coordinate appropriate behavioral interventions for students with Individual Education Plans, 504 Plans, or those students requiring counseling</p> <p>Tags: Professional Learning, Restorative approaches, Discipline, MTSS, Differentiation</p>	Case Manager:Tammy Siegel	Sep 1, 2016	Jun 21, 2017	Completed
<p>✦ Create supportive environments for reshaping behavior that ensure that discipline is proactive, instructive, and restorative</p> <p>Tags: Professional Learning, Restorative approaches, Discipline, Behavior and Safety, Pbis, Behavior supports</p>	Pam De la Cruz	Sep 1, 2016	Jun 21, 2017	On-Track
<p>✦ Develop a procedural mentoring program that offers one-on-one interaction between a teacher and a student...so that every student who needs one has "their person" that they are comfortable sharing and interacting with, and can conference with on a monthly basis or as needed.</p> <p>Tags: Professional Learning, Restorative approaches, Discipline, Student Health &amp; Wellness, Student engagement, Behavior supports, Mentoring</p>	Pam De la Cruz	Sep 1, 2016	Jun 21, 2017	On-Track



District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers and students will work jointly throughout the first four weeks of the school year to establish fair and consistent classroom rules and routines and discuss consequences for not following established rules. Tags: Professional Learning, Restorative approaches, Discipline, Rule creation, Teacher-student collaboration</p>	Classroom Teachers	Sep 5, 2016	Oct 3, 2016	Completed
<p>✦ Provide a one-time, beginning of the year, professional development session on de-escalating problem situations and having restorative conversations between students in conflict. Tags: Professional Learning, Restorative approaches, Discipline, Conflict resolution</p>	Pam De la Cruz	Sep 2, 2016	Sep 2, 2016	Completed
<p>✦ Create an all-encompassing MTSS committee that will meet once a month and that is dedicated to social-emotional supports and disciplinary action for all students including ELLs and diverse learners.. Tags: Professional Learning, Restorative approaches, Discipline, MTSS, Interventions and supports</p>	Tammy Siegel	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Continue the daily "Golden Ticket" PBIS reward program for grades K-4 Tags: Professional Learning, Restorative approaches, Discipline, Pbis, School climate</p>	Counselor	Sep 2, 2016	Jun 22, 2018	On-Track
<p>✦ Develop a monthly PBIS reward program for grades 5-8 that includes motivational activities appropriate for those grade levels. Tags: Professional Learning, Restorative approaches, Discipline, Pbis, School climate</p>	Counselor	Sep 6, 2016	Jan 20, 2017	On-Track
<p>✦ Use multiple avenues of Professional Learning throughout the year including external partners and internal expertise across core subject areas and grade levels that enhances both student learning and professional best practice Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Professional Learning, Best practice, Collaborative teachers</p>	Principal: David Belanger	Sep 1, 2016	Jun 21, 2017	On-Track
<p>✦ Provide quarterly Professional Learning in core subject areas to increase teacher knowledge and confidence Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Professional Learning, Teacher-teacher trust &amp; support, Best practice</p>	Patricia Green	Sep 1, 2016	Jun 21, 2017	On-Track
<p>✦ Develop an in-house mentoring and guidance program for first year teachers and teachers new to CPS and Hanson Park to ensure research-based, best practices are utilized with success in the classroom Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Teacher Teams/Collaboration, Mentoring</p>	Pam De la Cruz	Sep 1, 2016	Jun 21, 2017	On-Track
<p>✦ Develop a year-long focused plan for whole staff professional learning that is aligned to school-wide priorities and growth goals that ensures that professional learning is ongoing, job-embedded, and relevant to teachers Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Professional Learning, Pd planning</p>	Pam De la Cruz	Sep 1, 2016	Jun 21, 2017	On-Track
<p>✦ Use monthly early arrival Fridays to provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction. Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Professional development</p>	Patricia Green	Sep 2, 2016	Sep 2, 2016	On-Track
<p>✦ Provide professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction. Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Professional development</p>	Math Team	Sep 2, 2016	Nov 11, 2016	Completed
<p>✦ Provide professional development to teachers in grades K-5 focused on differentiated instruction in Math while using the Go Math! curriculum Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Math, Professional development, Differentiation</p>	Math Team	Aug 31, 2016	Aug 31, 2016	Completed
<p>✦ Use the last five minutes of weekly grade level meetings to inform teachers of what is working at Hanson Park and encourage them to collaborate and visit classrooms to observe best practices to use within their own classrooms. Tags: Professional development, Student engagement, Data analysis, Curriculum planning, Professional development</p>	Principal: David Belanger	Aug 10, 2016	Jun 22, 2017	Cancelled

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 these 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 I/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.

Parents will be surveyed at Spring PAC Meeting for input into the Parent Compact. Suggestions for revisions will be solicited and incorporated in the NCLB policy and plan for FY16

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

We will conduct our annual NCLB meeting at the first Principal's Coffee, held the first Friday in September 16, 2016. At that time, we will establish our PAC Meeting schedule for the year. Parents will receive notification through monthly newsletter, as well as posted in school and on outside school marquee. The organizational meeting was held on October 6, 2016.

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.

Parents will receive all pertinent information at our annual open house meeting, held in September, 2016.

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 input is sought at monthly Principal Coffee meetings, held on the first Friday of each month.

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.

NWEA student performance information will be shared with parents in a timely manner, upon arrival of reports. Notifications will be sent home with monthly newsletters.

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.

Upon notice, all parents will be notified in the form of a letter to be sent home, if their child has a teacher that is not highly qualified.

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.

Parents will be notified, through teacher conferences, as well as written reports, outlining academic standards, assessments, and how to monitor the Parent Portal, to track student's academic performance.

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.

Parents will be notified, through teacher conferences, as well as written reports, outlining academic standards, assessments, and how to monitor the Parent Portal, to track student's academic performance.

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.

Staff will receive professional development training in the Fall 2016 to promote parent/teacher partnerships. We will also utilize our Child Parent Center to fully involve parents as effective volunteers at Hanson Park and at home.

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.

Through our CPC, staff will conduct numerous workshops to effectively involve parents in the classroom and in their home with study skills, student support, and building their child's confidence in their academic abilities. Pre-school teachers will promote parent/teacher partnerships with newsletter sent home to assist parents in helping their child to succeed in school. Literacy tips will be shared in workshops and literature sent home.

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.

We will send home the monthly Principal's Newsletter informing parents of up coming events and important notices to all parents and community members. We will post any special events, meetings, etc, on school marquee and post on our school website.

#### 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)

none

Parent Compact

Complete

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

Students at Hanson Park School will develop independent learning strategies, while teachers prepare them for rigorous standards, to insure that all students will be college and career ready, to achieve success in high school and beyond. Hanson Park will continue to develop a professional faculty that utilizes research based practices to provide data driven instruction, and foster relationships with all stakeholders to develop lifelong learners, in an inclusive and nurturing environment. We recognize and encourage the Hanson Park parents to become full partners in their child's education, through a variety of classes, activities, and formal conferencing.

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

Parent-teacher conferences will be held on November 9, 2016 and April 19, 2017. Parents will have the opportunity to meet formally with teachers to discuss their child's academic progress and seek assistance to improve their child's learning abilities. In addition to these dates, parents and teacher may schedule other conferences as needed throughout the school year, before and after school, or during a teacher's preparation period.

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

Parents will receive quarterly report cards as well as mid term progress reports at each five week period between report cards. Teachers will also contact parents as needed in addition to these reports. Parents are also encourage to access the Parent Portal to monitor their child's grades on a regular basis.

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

School staff will be available before and after school, as well as during preparation periods to meet with parents. The administrative team will also meet with parents at regularly schedule Principal's Coffee Meetings, PAC and BAC Meetings, and other school and community events.

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

Parents are strongly encouraged to volunteer to assist with their child's classroom, as well as other school activities, i.e. Book Fair, Fun Fair, Community Forums, etc. Parents may contact Ms. Dones, Hanson Park Parent Liason, for volunteer packets. We encourage parents to assist with school functions, attend field trips, and other programs throughout the school year.

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

Parents will communicate high expectations for student learning, good attendance, and positive behavior. Parents will assist or seek assistance for their child's homework and projects.

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 will participate in monthly/quarterly PAC and BAC Meetings to determine how NCLB monies will be spent.

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 strive to be productive citizens, have good attendance, arrive to school on time, complete their assignments to the best of their ability, and to be respectful, responsible, and be safe.

Parent Budget

Complete

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

Currently, we do not have our FY16-17 School Budget. Goals will be established upon receiving the budget.

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 1500	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents	\$ 500	.00

only. Use this account for equipment with a per unit cost of less than \$500.

53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	2000	.00
54125	<b>Consultants</b> 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)	\$	4000	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00