



## 2016-2018 plan summary

### Team

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#### Team meetings

Date	Participants	Topic
02/01/2016	Patty Hernandez, Corei Gordon, Debra Fritz-Fanning	Planning, Sent email invitation to teachers and staff, created completion timeline
02/05/2016	Core CIWP Team	Review Process using PP and assign tasks
02/12/2016	Core CIWP Team	Sub Committee Meetings for each dimension to discuss evidence for SEF
02/19/2016	Core CIWP Team	Create evidence posters for SEF to use with staff CIWP carousel
02/25/2016	All Staff Members	CIWP presentation of SEF evidence to staff. HMS stakeholders will engage in learning carousel.
02/26/2016	Core CIWP Team	Score 2 areas of SEF
03/01/2016	Sara Dombroski, G. Galan, K. Collins, P. Cesario, D. Ruff, S. Tello, K. Esparza, M. Monahan, B. Campillo, R. Bermejo, C. Gordon, D. Fritz-Fanning, E. Rodriguez, P. Moreno	Complete SEF Scoring
03/04/2016	D. Fritz-Fanning, C. Gordon, P. Hernandez	Narrative review and score entry
03/09/2016	D. Fritz-Fanning, A. Leon, K. Collins, P. Cesario, K. Esparza, B. Benkovich, P. Hernandez, C. Gordon, G. Galan, R. Bermejo	Prioritize SEF
03/11/2016	D. Fritz-Fanning, C. Gordon, K. Collins, P. Hernandez	Goal Setting, Planning Root Cause Analysis
03/14/2016	D. Fritz-Fanning, C. Gordon, P. Hernandez, K. Esparza, D. Ruff, S. Dombrowski, P. Cesario, P. Moreno, L. Bityou, L. Ramirez, R. Canizales, M. Monahan	Root Cause Analysis
03/22/2016	D. Fritz-Fanning, C. Gordon, R. Bermejo, P. Cesario, P. Moreno, R. Canizales	Action Steps

#### School Excellence Framework

**Leadership & Collective Responsibility:**

Score

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

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Hernandez Middle School has a school vision that guides our work. This year we have made an effort to resurface the vision to see if it aligns to the current needs of the school.

Growth in this area would include updating our mission/vision statement, identifying core values and clearly communicating this to all stakeholders. Once this is in place all of our work needs to align to this vision.

**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:**

Score

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

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The ILT, or Instructional Leadership Team, is created to promote school priorities related to improving instruction by engaging teachers in discussion and self-reflection through a shared decision-making process. The ILT should schedule and structure frequent meetings and HMS' ILT meets weekly with an agenda of clear focus. The work of the ILT should contribute to positive outcomes for both students and staff. Evidence of this is shown in the ILT binder where teachers have boasted of celebrations such as, "I am excited that my classroom practice does incorporate gradual release of responsibility, for the most part. I did take away some important reminders to improve." and "I enjoyed the video and sharing the article-the gradual release helped validate what I try to do in the classroom. Thanks!" In the weekly meetings words of encouragement are used in support of the work one another is doing, such as, "Encourage members to be confident in our work." "Own it and be courageous. This is the work that needs to be done to make us the best." (02.12.16) In addition, HMS is proud that the ILT received a measured rating of 'Strong' on the Five Essentials and the scoring read consistently across the categories.

To improve, the ILT needs to work on sharing the leadership at HMS. While the ILT does represent most of the departments, special education and counseling members are not represented within the team. In addition, the ILT needs to complete a cycle of continuous improvement.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
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

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Professional learning at Hernandez Middle School is a priority. Notable evidence in this category includes data from the Five Essentials survey rating Effective Leaders and Collaborative Teachers as Strong. HMS staff meets regularly to collaborate and discuss how to improve instruction and the majority believes that professional development is coherent and productive. The 2015 Climate Self Assessment rated high in Collaborative Leadership, agreeing that leadership teams include a variety of stakeholders that have opportunities to give input on decisions that impact the school. Weekly staff meetings are led by a grade level lead, or other member of leadership teams at HMS. Professional learning for weekly meetings are comprehensive and scaffolded to build on prior learning opportunities that fit within the school's PD plan. Meetings are held with agendas that outline the topic, outcome, purpose and action items while connecting to the HMS priorities of Positive School Culture, Aligned Practices and Data Culture. HMS should continue to follow the systems and structures that have been put in place. Growth in this area would include allowing for more time to internalize new knowledge.

### 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

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Hernandez Middle Schools actively seeks to provide resources that provide the greatest advantage to the student population.

Currently HMS has a yearly subscription to Achieve 3000 with 424 student accounts, Think Through Math with 957 student accounts, Lexia with 85 student accounts and Reading Plus, with 115 student accounts. The school also has subscriptions to Scope, Science Weekly, and Junior Scholastic providing classroom level sets for each respective content. In addition, the school has community partnerships with the Gear-up Alliance and Metropolitan Family Services. These groups provide both classroom level and after-school level support for the students. HMS school also has a dedicated Student Service Advocate team to provide Social and Emotional Learning support for each of the three grade levels. There is a full-time dedicated ELPT, MTSS coordinator as well as a Math Coach/STEM Coordinator.

Growth in this area includes a focus on creating a more conducive student schedule in order to best implement the resources whether technological, supplemental or human, made available. Another area of needed growth for HMS is clarity of purpose for the resources and their applications as well as professional learning about the use of supplementation and differentiation.

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
Measures	✓ Budget analysis and CIWP
	✓ 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

**Curriculum:**

Score

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

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Curriculum under the depth and breadth of learning is a priority at HMS. There is evidence of sequencing guides for math and science. The vertical science content team uses the scope and sequencing guides found in SEPUP science textbooks. The vertical math content team uses the unit blue prints from the Go Math! Series. To improve in the area of curriculum, HMS should develop curriculum maps for each content area. HMS should utilize scope and sequence guides for Social studies and ELA, as well as for exploratory classes. Growth in this area will include vertical and horizontal maps need to be developed and then implemented at HMS. HMS should develop thematic units which cover multiple disciplines. Teacher teams at our school will collaborate to create cohesive units and implement these units horizontally.

**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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
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:

Score

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

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HMS has an abundance of instructional materials. We have SEPUP, GOMath!, Inside, Think Through Math, Achieve 3000, Reading Plus, Lexia, classroom and school libraries, Scope Magazine, ScienceNews, and 9 Chromebook carts with Internet and Web access.

Growth in this would include identifying and adapting access of materials to all students at all grade levels. It would also include doing a resource analysis so we have clear and itemized picture of all of the resources in the building. Once this is determined, we can align the materials to the curriculum to meet the needs of all students.

### 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	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

**Rigorous Student Tasks:**

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

**Score**

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HMS teachers strive to give their students rigorous tasks. Evidence collected in this area included student work samples, task samples, and examination of unit and lesson plans. The evidence collected demonstrated a need to define rigor at HMS.

Currently HMS does not have a process for examining student work. We do not have a looking at student work protocol or a structure in place for looking at student work. Growth in this area would include a focus on UBD stage 2 unit planning, examining performance tasks and creating a school wide definition for rigor with specific "look fors".

**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="#">1.d. 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

HMS has a high school fair and offers assistance with the high school application process. HMS has a partnership with GEAR UP and students have had opportunities to visit college campuses.

Growth in this area would include developing a process to educate students and parents on the high school matriculation process. In addition, we need to offer multiple opportunities for students to explore colleges and careers. In addition, teachers will engage in professional learning in building student efficacy, persistence and goal setting.

### 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	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

HMS is committed to the facilitation of student learning. The majority of teachers provide various learning opportunities in a student centered environment. This is achieved through the application of cooperative learning group/pairings. Some evidence in student engagement includes instruction to ensure that all students are provided with access to complex texts and tasks. The instructional practice provides targeted support to individual students based on their identified needs at times.

To improve in this area HMS should increase peer observations and learning walks with school leaders providing feedback to staff. Another area to improve upon is providing instruction designed to develop language domains for English Learners. Intervention in a timely and effective way should be actively provided to help students who are struggling within the classroom setting. In order to facilitate growth in this area, greater opportunities in developing differentiated instruction/learning opportunities and cross curriculum goals need to be a focus for professional learning.

## 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

Notable evidence in this category includes the school use of NWEA RIT and percentiles to identify students struggling in reading and math. Computer-based intervention programs (Achieve 3000, Reading Plus, and Think Through Math) are used to support and monitor student progress. Based on this data, teachers have implemented a Personal Learning Plan (PLP) and use the data to inform instruction.

To improve in this area, HMS should provide an intervention plan that would address students who are struggling academically and/or emotionally in a timely and effective way. Through the use of on-track/off-track data, students would be identified due to low attendance and poor course performance. Additional intensive supports could address the root causes of these issues. MTSS has not been fully implemented in the school.

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.

- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Students and families have access to the student/parent portal in which they can get up to date grades, as well as alerts when a student's grade falls. Additionally, parents and students are kept up to date on NWEA scores through communication via the goal setting report in which teacher's conference with their students and set attainable goals with them. Then students take that information home to share with their parents.

To improve in this area provide training and access to technology for parents through workshops before, during and after school. As well as provide informational sessions on standardized testing and protocols. In addition to provide strategies for parents through workshops on how to help their students academically.

### 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.udcenter.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="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. 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:

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

Score

1 2 3 4

Students at Hernandez Middle School affirm a school atmosphere that reflects the educational importance of the work undertaken. About 82% report that a teacher will help them catch up if they are behind. About 85% report that the teacher notices if they have trouble learning something. About 89% report that their teacher gives them specific suggestions about how to improve their work in class. About 83% say their teacher is willing to give extra help on schoolwork if needed. Students at Hernandez Middle School describe mostly favorable norms that govern the interactions among individuals about the mindsets, academic behaviors, the learning strategies and skills, and the general tone of the school. About 59% of students say that the teacher asks difficult questions in class. About 61% of students report that the teacher asks difficult questions on tests. About 73% of students report that their class challenges them. About 88% of students report that the class really makes them think. HMS should look for a variety of data other than student surveys to confirm and calibrate this data.

## 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

The staff has demonstrated a strong commitment to HMS and helping students achieve academic excellence. On the MVMS the school scored strongly in the categories of school commitment and student-teacher trust. Internal data also indicates that 94% of the staff feel a sense of loyalty to HMS. Students and parents have also indicated a commitment to effective growth at HMS. The majority of students on the MVMS survey reported that they felt safe and respected by their teachers. Internal data and the findings from the MVMS demonstrate that the majority of the staff feel respected by their peers. Teacher-Principal trust is one area of relational trust for potential growth at HMS. The school had a score of neutral in this area on MVMS. Growth in this area must include a multitude of team building opportunities and open avenues for principal/teacher discourse and greater inclusion of all stakeholders in effective school improvement.

### Guide for Relational Trust

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### 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

Hernandez Middle School is proud to partner with Metropolitan Family Services through the Community Schools Initiative. This partnership provides the widest exposure to a range of extracurricular activities and programming with as many as 14 different options. Former HMS students assist in the afterschool programs. The number of students involved in the activities sponsored by MFS has almost doubled from 296 students enrolled in SY14 to 572 students enrolled in SY15. We currently also offer 3 sections of Algebra to our 8th grade students. We have a student leadership team who run a few fundraising efforts a few times a year. HMS should look into developing this team into more of a student council with a stronger voice and presence. About 49% of teachers reported that students have opportunities to participate in service learning projects, there is no evidence. HMS should think about interdisciplinary projects where student learning could contribute to the community or to civic voice.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

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



- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

HMS demonstrates that teachers and students strive to have a positive and safe school. Our data demonstrates, 71% of our staff who took the MVMS report they consistently intervene when they witness unsafe behavior. In addition 59% of this same staff, report students resolve conflict peacefully. While we are responding well when we have safety situations arise, our staff is split according to the HIS survey regarding the administration maintaining an orderly atmosphere for our students. Moreover, our MVMS coded our safety performance as weak. To improve in this area, HMS needs to increase the clarity and consistency of creating a systemic response to safety concerns.

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:

Score

1 2 3 4

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

HMS demonstrates positive strides towards a proactive approach to discipline. According to our climate survey, 71% of our teachers believe that we have 3-5 positively stated expectations that our staff and school community know and understand. In addition, 73% of our teachers report that all adults teach, model and reinforce appropriate behavior expectations in all areas of the school. However, in regards to the overall restorative approaches to discipline, we have a lack of data and proof to demonstrate we are supportive of instructive and restorative approaches to discipline. In looking at the data from our climate survey related to school discipline and policy, we see 70% of our staff members who completed the climate survey believe that our discipline and policies are in need of improvement. In addition, we lack evidence of supporting teachers' ability to respond restoratively. Overall, we have systems and resources that have been put into place, but the consistency of the procedures implemented need to be improved and expanded to reach out to more of the school community.

### Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<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:

Score

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

1 2 3 4

Hernandez Middle School has an average attendance of about 50 parents at monthly LSC meetings, about 40 parents at monthly PAC/NCLB meetings, and about 25 parents at quarterly BAC meetings. About 86% of parents came to pick up report cards in the first quarter. Metropolitan Family Services reported that their parent registration for activities sponsored by them for parents averages about 61 parents. Hernandez Middle School complies with the expected parent committees (i.e. LSC, PAC, BAC), but there is little evidence of involving parents in the instructional program, in messaging expectations, and fostering connection between the school and home. The school has few opportunities for parents to volunteer and support the school's operations. The 2015 My Voice, My School survey parent report rates parent-teacher partnerships as neutral. Teachers reported that the Teacher-Parent trust was strong, the parent involvement in the school is neutral, and the parent influence on decision making is very strong. Growth in this area would include establishing two-way communication between families and school and establishing a way to voice concerns and address and respond to input.

### Guide for Parent Partnership

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

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	<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 $\emptyset$ = Not of focus
1	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
1	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
1	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
1	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
1	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
1	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
1	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$

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

1 2 3 4 5

2 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

Goals

Required metrics (Elementary)

14 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Given the trends in the historical data, Hernandez Middle School aims to maintain and increase our student achievement in reading.	89.00	75.00	80.00	85.00
<b>National School Growth Percentile - Math</b>				
Given the trends in the historical data, Hernandez Middle School aims to maintain and increase our student achievement in math.	40.00	40.00	45.00	50.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Hernandez Middle School aims to maintain and increase the percentage of students meeting and exceeding the National Average Growth Norms.	59.00	(Blank)	60.00	65.00
<b>African-American Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Reading</b>				
Given the trends in the historical data, Hernandez Middle School aims to maintain and increase our Hispanic Growth Percentile in reading.	91.00	75.00	80.00	83.00
<b>English Learner Growth Percentile - Reading</b>				
Hernandez Middle School aims to maintain and increase the achievement of English Learners Growth Percentile in reading.	69.00	17.00	20.00	30.00
<b>Diverse Learner Growth Percentile - Reading</b>				
Given the trends in the historical data, Hernandez Middle School aims to maintain and increase the reading growth of our Diverse Learners.	8.00	5.00	6.00	8.00
<b>African-American Growth Percentile - Math</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Math</b>				
Given the trends in the historical data, Hernandez Middle School aims to maintain and increase the growth of Hispanics in math.	40.00	44.00	40.00	45.00
<b>English Learner Growth Percentile - Math</b>				
Given the trends in the historical data, Hernandez Middle School aims to maintain and increase the growth of English Learners in math.	36.00	20.00	24.00	30.00
<b>Diverse Learner Growth Percentile - Math</b>				

Given the trends in the historical data, Hernandez Middle School aims to maintain and increase the growth of Diverse Learners in math.	4.00	8.00	7.00	9.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Given the trends in the historical data, Hernandez Middle School aims to maintain and increase the National School Attainment in reading.	48.00	57.00	55.00	58.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Given the trends in the historical, Hernandez Middle School aims to maintain and increase the National School Attainment in math.	45.00	62.00	60.00	65.00
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**National School Attainment Percentile - Reading (Grade 2)**

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

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**% of Students Making Sufficient Annual Progress on ACCESS**

Given the trends in the historical data, Hernandez Middle School aims to maintain and increase the percentage of students making sufficient annual progress on ACCESS.	15.60	24.80	27.00	30.00
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**Average Daily Attendance Rate**

Given the trends in the historical data, Hernandez Middle School aims to maintain and increase the average daily attendance rate.	95.60	96.00	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

We will maintain the completion rate of the survey at least 90% to ensure data validity.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

**Strategy 1**

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
If we prioritize the necessary components of Tier 1 instruction	then we will engage all students in learning	which will lead to increased motivation creating self-directed learners.

Tags: MTSS, Professional Learning, ILT, Instruction, Cycles of professional learning, Academic, Differentiated instruction

Area(s) of focus: 2

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Screen all incoming 6th graders in math and reading using online or computer based screeners.	6th grade math and ELA teachers, STEM coach and MTSS specialist	Sep 1, 2016 to Sep 30, 2016	Completed testing for all incoming students	Not started

**Assessment, Data**

Create mixed ability classrooms	Scheduling Committee Admin Team	Jun 1, 2016 to Aug 31, 2016	Completed schedules for the start of the school year.	Not started
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**Scheduling**

Professional learning focused on effective instructional practices for mixed ability groups.	ILT	Sep 1, 2016 to Jun 30, 2017	Cycle of continuous learning, PD Calendar, observable changes to teaching practices - REACH, Rounding, PQS	Not started
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**MTSS, Professional Learning, Instructional practices**

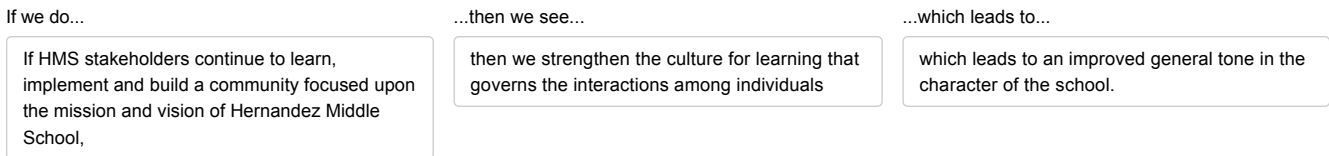
Professional learning focused on academic language acquisition and development.	ELPT Admin Team	Sep 1, 2016 to Jun 30, 2017	Increased Access Scores for ELs, increase in vocabulary scores on NWEA, Evidence in Unit Plans	Not started
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**English Learners, Professional Learning**

Professional learning on grading, assessment, and feedback.	Admin Team Teacher Team	Aug 22, 2016 to Jan 1, 2018	On track data, looking at student work protocol and evidence of looking at student work,	Not started
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**Assessment, Grading, Feedback**

**Strategy 2**



Tags: Climate and Culture, SEL, Family and Community Engagement, Cycles of professional learning, Restorative approaches, Leadership, Professional development

Area(s) of focus:  
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Revisit Mission and Vision statement to revise current statement or recommit.	Administrative Team	Aug 1, 2016 to Jan 1, 2017	A vision and mission that is posted throughout the building that everyone can verbalize.	Not started

**Leadership**

Create a school community and positive culture through updating and implementing a PBIS model.	Admin. Team SEL Team All HMS Staff	Aug 31, 2016 to Jun 30, 2017	Monthly and weekly PBIS incentive calendars and bulletin boards, clear communication to staff on incentives, use of Husky tickets for weekly raffles, quarterly pinning ceremony for honor roll	Not started
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**SEL, Pbis**

Build classroom communities using the Developmental Designs strategies.	All HMS Staff	Aug 31, 2016 to Jun 30, 2018	Classroom evidence of power of play practices, decrease in the number of behavior referrals	Not started
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**SEL, Professional development**

Train teachers and staff members in restorative classrooms processes and procedures.	SEL Team Admin Team	Aug 31, 2016 to Jun 30, 2018	Year long professional development calendar, increase in the number of restorative responses, decrease in number of behavior referrals	Not started
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**Restorative approaches, Professional development**

Increase opportunities for parent engagement at Hernandez Middle School including learning opportunities, volunteer opportunities, and leadership opportunities.	Admin Team Parent Leadership - PAC, BAC	Aug 31, 2016 to Jun 30, 2018	Increase number of parents involved in committees and parent lead activities and events, increased parent participation in learning workshops, Increase in parents accessing parent portal	Not started
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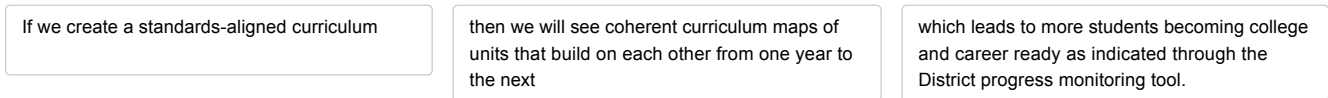
**Family and Community Engagement, Parental involvement**

**Strategy 3**

If we do...

...then we see...

...which leads to...



Tags:

Core Instruction, Curriculum Design, Data Use, Teacher Teams/Collaboration, Instruction, Curriculum

Area(s) of focus:

2, 3

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Identify content lead teachers	Administrative Team	Jul 1, 2016 to Aug 31, 2016	List of content lead teachers	Not started

**Leadership**

Create a professional development plan, protocol and schedule for the content leads and teams to meet to create the curriculum map	Administrative Team	Jul 1, 2016 to Aug 31, 2016	Completed professional development plan, protocol, and meeting schedule	Not started
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**Leadership**

Content team leads will lead their teams to develop curriculum maps using structures provided by administration	Content Leads and Administration	Oct 1, 2016 to Jun 30, 2017	Content Meetings, Agendas, Curriculum Map	Not started
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**Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Leadership, Curriculum**

Leverage N8TLS to continue to provide staff development on UBD unit planning and to continue a cycle of feedback on unit plans	N8TLS and Admin Team	Aug 1, 2016 to Jun 30, 2017	PD Agendas, Unit Plan feedback to teachers	Not started
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**Core Instruction, English Learners, Curriculum Design, Teacher Teams/Collaboration, Bilingual, Instruction, Cycles of professional learning, Leadership, Curriculum**



## Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Screen all incoming 6th graders in math and reading using online or computer based screeners. Tags: MTSS, Professional Learning, ILT, Instruction, Cycles of professional learning, Academic, Differentiated instruction, Assessment, Data</p>	6th grade math and ELA teachers, STEM coach and MTSS specialist	Sep 1, 2016	Sep 30, 2016	Not started
<p>✚ Create mixed ability classrooms Tags: MTSS, Professional Learning, ILT, Instruction, Cycles of professional learning, Academic, Differentiated instruction, Scheduling</p>	Scheduling Committee Admin Team	Jun 1, 2016	Aug 31, 2016	Not started
<p>✚ Professional learning focused on effective instructional practices for mixed ability groups. Tags: MTSS, Professional Learning, ILT, Instruction, Cycles of professional learning, Academic, Differentiated instruction, MTSS, Professional Learning, Instructional practices</p>	ILT	Sep 1, 2016	Jun 30, 2017	Not started
<p>✚ Professional learning focused on academic language acquisition and development. Tags: MTSS, Professional Learning, ILT, Instruction, Cycles of professional learning, Academic, Differentiated instruction, English Learners, Professional Learning</p>	ELPT Admin Team	Sep 1, 2016	Jun 30, 2017	Not started
<p>✚ Professional learning on grading, assessment, and feedback. Tags: MTSS, Professional Learning, ILT, Instruction, Cycles of professional learning, Academic, Differentiated instruction, Assessment, Grading, Feedback</p>	Admin Team Teacher Team	Aug 22, 2016	Jan 1, 2018	Not started
<p>✚ Revisit Mission and Vision statement to revise current statement or recommit. Tags: Climate and Culture, SEL, Family and Community Engagement, Cycles of professional learning, Restorative approaches, Leadership, Professional development, Leadership</p>	Administrative Team	Aug 1, 2016	Jan 1, 2017	Not started
<p>✚ Create a school community and positive culture through updating and implementing a PBIS model. Tags: Climate and Culture, SEL, Family and Community Engagement, Cycles of professional learning, Restorative approaches, Leadership, Professional development, SEL, Pbis</p>	Admin. Team SEL Team All HMS Staff	Aug 31, 2016	Jun 30, 2017	Not started
<p>✚ Build classroom communities using the Developmental Designs strategies. Tags: Climate and Culture, SEL, Family and Community Engagement, Cycles of professional learning, Restorative approaches, Leadership, Professional development, SEL, Professional development</p>	All HMS Staff	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Train teachers and staff members in restorative classrooms processes and procedures. Tags: Climate and Culture, SEL, Family and Community Engagement, Cycles of professional learning, Restorative approaches, Leadership, Professional development, Restorative approaches, Professional development</p>	SEL Team Admin Team	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Increase opportunities for parent engagement at Hernandez Middle School including learning opportunities, volunteer opportunities, and leadership opportunities. Tags: Climate and Culture, SEL, Family and Community Engagement, Cycles of professional learning, Restorative approaches, Leadership, Professional development, Family and Community Engagement, Parental involvement</p>	Admin Team Parent Leadership - PAC, BAC	Aug 31, 2016	Jun 30, 2018	Not started
<p>✚ Identify content lead teachers Tags: Core Instruction, Curriculum Design, Data Use, Teacher Teams/Collaboration, Instruction, Curriculum, Leadership</p>	Administrative Team	Jul 1, 2016	Aug 31, 2016	Not started
<p>✚ Create a professional development plan, protocol and schedule for the content leads and teams to meet to create the curriculum map Tags: Core Instruction, Curriculum Design, Data Use, Teacher Teams/Collaboration, Instruction, Curriculum, Leadership</p>	Administrative Team	Jul 1, 2016	Aug 31, 2016	Not started
<p>✚ Content team leads will lead their teams to develop curriculum maps using structures provided by administration Tags: Core Instruction, Curriculum Design, Data Use, Teacher Teams/Collaboration, Instruction, Curriculum, Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Leadership, Curriculum</p>	Content Leads and Administration	Oct 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Leverage N8TLS to continue to provide staff development on UBD unit planning and to continue a cycle of feedback on unit plans</p> <p>Tags: Core Instruction, Curriculum Design, Data Use, Teacher Teams/Collaboration, Instruction, Curriculum, Core Instruction, English Learners, Curriculum Design, Teacher Teams/Collaboration, Bilingual, Instruction, Cycles of professional learning, Leadership, Curriculum</p>	N8TLS and Admin Team	Aug 1, 2016	Jun 30, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

HMS will take a proactive and transparent approach to promote productive conversation with parents and other stakeholders. The school's Administrative Team and EL Liaison will continue work jointly with the Office of Community Relations and PAC committee members to develop and periodically review and revise the Title I parental involvement plan and policy. Parent members from BAC, PAC, and LSC will be invited to participate in the CIWP planning process. In order to promote a two way communication between the school and community, HMS will periodically survey stakeholders to seek their input and feedback on relative issues throughout the school year.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I

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

The Principal will invite parents to a parent meeting within the first 30 days of school to explain the CIWP, Parent Compact, Title I school parent involvement plan, Title 1 Budget Plan/ funds available, NCLB policy. The elected officers facilitate the planning of monthly meetings and workshops for the school year calendar. PAC committee members will survey the parents interests and concerns in order to plan for workshop presenters. Monthly meetings will be planned with agendas consisting of PAC business and parents workshops. Annual meeting and organizational meeting are scheduled for 9/22/16.

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.

School faculty members will use the Title I meetings as an opportunity to provide educational information or suggest and schedule informational meetings facilitated by school faculty members. The HMS administration will share the resources with parents such as: the HMS parent handbook (available in English and Spanish) which states the students proficiency levels which students are expected to meet, Grading Standards, Homework Policy, Promotion and Graduation Requirements, and distribution dates for Report Cards, Failure Notices, and Progress Reports.

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.

HMS currently holds monthly with PAC and BAC meetings with committee members and community members. In addition, parents workshops are held at the school at various times throughout the school year, even on Saturdays. Workshops are based on the interests and concerns of stakeholders as a result of surveys taken once a year. HMS will continue parent involvement.

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

Parents are given an explanation and a copy of NWEA assessments and students academic goals in reading, math, and district promotion policy at the beginning of the school year. NWEA Parents reports are shared during parent teacher conferences on report card pick-up days. EL's are provided with a copy the previous school year's ACCESS parent report at the beginning of each school year.

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.

When necessary, HMS will send home letters form CPS to notify parents when their child has been assigned to or taught by, a teacher who is not "highly qualified." Currently, all teachers are highly qualified in this building. We will continue to monitor for future hires.

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.

Title 1 meetings will be used to plan parent workshops to help parents understanding of Common Core State Standards, PARCC's, ACCESS, and NWEA. The school has provided parents with internet workshops which assists parents with creating email accounts and how to use the CPS parent portal. Parents will be able to use email accounts to better communicate with teachers. Parents will also be able to monitor students academic progress by accessing parent portal to view assignment, assessment grades, absences, and tardies.

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.

HMS will continue to work with PAC and Metropolitan Family Services to conduct workshops based on the surveyed needs of parents. Workshops include but not limited to ESL classes, Gang Awareness and Prevention, Health Care Reform, Drivers Liscence for the Undocumented, Self-defense class, Sexual Abuse Prevention, How to Talk to my Child about Sexuality and Puberty, Nutrition Classes, How to Prevent the Consumption of Drugs and Alcohol, book club for parents. HMS also has teachers who give workshops including, but not limited to: Understanding General and Special Education Systems, Reading Strategies for Home, How to Prepare my child for High School and College, and Math Strategies at Home. HMS conducts family literacy nights, high school fairs, fine arts show, open house.

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.

HMS will continue to ask staff to volunteer to give parent workshops to increase parent involvement and positive communication in the HMS Community. HMS will encourage parent volunteerism to assist with one on one tutoring. HMS continues to involve parents in the school community by hiring and training parents to be recess/ lunch monitors.

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.

Hernandez Middle School consists of grades 6-8 only.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All school publications are available in both English and Spanish. School calendar/Monthly Parent Bulletin are sent home, posted on the HMS web site, and available in main office. Parent meeting notices are posted at main entrance in a timely manner. HMS web site publishes information for students and parents. Technology workshops are available to parents to assist with creating email correspondence and navigating CPS Parent Portal. HMS utilizes an automated call system (Robocall) to inform parents of information in both English and Spanish.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

Irene C. Hernandez Middle School for the Advancement of the Sciences will provide a model school where each child will pursue self-actualization with an emphasis on science and technology, in order to function as productive citizens in global society. We will provide a student-centered environment that supports social-emotional growth and college and career readiness, which empowers our students and families for educational success.

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.

HMS will hold a minimum of 2 official parent-teacher conferences (according to district policy) on the CPS Report Card pick-up dates 11/9/16 and 4/19/17. Parent-teacher conferences can also be arranged between parents and school staff throughout the school year through appointments as deemed necessary by parents or staff. Along with distribution of grades, teachers will also share and explain NWEA results and resources available to students.

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

CPS Progress Reports are sent out on the following date: 10/7/16, 01/09/17, 3/10/17 and 5/19/17. Progress reports will be generated on IMPACT-Gradebook and a copy sent home to be reviewed and signed by parent/guardian. Students who are failing will have a individual plan attached to their progress report. Parents may also request a parent teacher conference at this time or at any time of the school year.

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

HMS teachers are available to parents at any point in the school year to discuss student's progress. Teachers are available for scheduled appointment before and after school, and during their planning period. Teachers will also continue to make phone calls, send emails, send postcards, and make home visits to keep communication open with parents.

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.

During parent meetings and visits, parents are encouraged to volunteer and participate during the school year. Currently, a parent cross walk patrol has been established. A Bilingual Parent Advocate has been hired to facilitate the recruitment and development of parent volunteers. Parents have been encouraged to shadow students during classroom time. HMS will continue to encourage parents to get involved and assist during recess supervision and one on one tutoring.

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

HMS parents have access to CPS Parent Portal to monitor students' assignments, grades, and attendance. Office personal assists parents with access and account set-up for the parent portal. HMS automated phone calls notify parents when their child is absent from school. Teachers make phone calls home to discuss any issues regarding grades, attendance, and behavior throughout the school year. Teachers also send home HMS postcards through US mail with positive comments about their students. Each teacher send 5 postcards every 2 weeks.

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

HMS parents are encouraged to be part of their children's education by keeping lines of communication open. Parents are involved in the intervention process and special needs evaluations and parent-teacher conferences. Parents are surveyed in the beginning of the school year, on report card pick up days, and at the end of the school year regarding their concerns and suggestions. HMS holds monthly parent committee meetings, to foster the communication within the HMS Community. HMS administration will continue to have an open door policy in order to listen to parent concerns and suggestions. LSC has been established in order to give parents representation in the school planning process.

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).

HMS students have access to the Student Portal where staff encourage them to log on to self-monitor their assignment grades, class averages, and attendance. Depending on the student's need, some students have Individual Instructional Plans for retained students and/or Behavior Plans in which teachers review progress and set goals together with students. All students conference with their homeroom teacher and sign their NWEA goal setting report twice a year.

## Parent Budget

Complete

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

Increase opportunities for parent engagement at Hernandez Middle School including learning opportunities, volunteer opportunities, and leadership opportunities. Some of these training topics will include assessment information, high school matriculation process, ACCESS and language acquisition, SEL initiatives.

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.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1200 .00
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.	\$ 1275 .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)	\$ 1600 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 1000 .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.	\$ 300 .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.	\$ 1791 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00

53306 **Software**  
Must be educational and for parent use only.

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

\$	Amount	.00
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