Theodore Herzl Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/27/2018	ILT	SEF
03/13/2018	ILT	SEF Prioritization
04/03/2018	ILT	Strategy/Action Steps
04/17/2018	ILT	Strategy/Action Steps
03/21/2018	Principal & Parents	SEF Parent Partnerships
04/17/2018	CPC Head Teacher & CPC Parent Resource Teacher	SEF Parent Partnerships Strategy/Action Steps
04/25/2018	Principal & Parents	SEF Parent Partnerhsips Strategy/Action Steps

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

> The Herzl mission, vision and doctrine are all based on the premise of creating scholars, leaders, problem-solvers and compassionate, productive members of society. Each day the entire staff joins all of the students to set the tone for excellence in a morning meeting where academic, attendance and behavioral goals are regularly shared and reviewed and the doctrine is declared, as a school. Administration and teacher leaders collaborate to analyze 5e Survey Data along with assessment data and PBIS data (via KickBoard platform) to determine appropriate focus initiatives around instruction and behavioral supports. Majority of staff (teachers and otherwise) participate in a variety of leadership teams ranging from Attendance to Culture and Climate to Assembly Planning. These teams of stakeholders come together to strategically plan how to improve these aspects of the school. These teams meet biweekly to review data and plan interventions and incentives that align with the school vision. After review of the 5essentials survey data, it was clear that the focus of instructional rigor and engagement was communicated effectively. Respondents reported that the school performed "very strong" in Math Instruction and Academic Engagement. It was also clear, however, that teacher-student trust which had gone from a score of 99-40 on the 5E's needed to be improved upon. The leadership teams used this data to invest in the KickBoard platform which supports the goal that each adult in the building has an interaction ratio of 2 interactions per student per day with a positivity ratio of 75%. Currently, the staff is meeting the interaction goal and surpassing the positivity goal; 80% positivity ratio. Focusing on positive relationships between all staff and students to leverage staff-student trust has resulted minimizing out of school suspensions; going from 256 to 9 total. Every week, the Herzl Huddle is sent to all stakeholders to share data, upcoming events, initiatives, and celebrate progress. This weekly news letter also includes a research-based article that coincides with best practices and theories around the school's vision and focus.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.

- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> The ILT meets biweekly and has members that represent pre-k, primary, intermediate, middle school and diverse learner staff. Each meeting includes agendas that focus on data reflection, theories of action and follow up plans to monitor success of initiatives. Members of the ILT take and share notes, discuss problems and solutions, and disaggregate data (attendance, SEL, KickBoard, On-Track, etc).

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

- All team members have equity of voice and are actively engaged in asking questions.
- Celebrate small wins and improvements.
- Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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

Score

1   2   **3**   4

> An outline including a schedule and objective of professional development for the year is planned by teacher leaders in collaboration with administration. Data from MAP, ANet and 5Es Survey along with teacher experience are used to guide instructional priorities. Along with weekly clusters, monthly after-school content team meetings, and ongoing PD throughout the year, staff receives coaching and attends out of school PD opportunities that align to instructional priorities through external and network based partners. Instructional priorities are monitored through use of shared observation tools via Google Forms. Data collected from Google Forms observation tool informs professional learning adaptations, as necessary, throughout the year.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   **3**   4

School schedule maximizes instructional minutes per CPS guidelines including advisory and social emotional learning curriculum Second-Step along with small group rotations and arts integrated electives. City-Year partners provide academic, behavioral and attendance interventions and incentives which are documented daily, weekly and quarterly for review, reflection and adaption of student support. School also partners with UCAN social workers, St Anthony's social workers, LAMP mentoring, and Loyola University (Saving Lives, Inspiring Youth) mentoring to provide students weekly counseling and mentorship on the individual and group level. Data from these support sessions is documented and informs staff support of students. Columbia College hosts arts-based after school programming for students. Turnaround Arts survey data influences arts focus in music, art, technology and P.E.

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

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Aligning Resources with Priorities: Focusing on What Matters Most
- ✓ Instructional Supports
- ✓ Strategic Source Vendor List
- ✓ CPS Instructional Time Guidelines: Elementary School Overview
- ✓ CPS Instructional Time Guidelines: High School Overview
- ✓ CPS Instructional Block Guidance: K-2 Literacy
- ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   2   **3**   4

> School uses Eureka Math, Expeditionary Learning and CKLA to provide rigorous and aligned curriculum, which students report connects to what they are learning outside of class along with requiring them to use evidence to explain their ideas (more than 80% agree/strongly agree on 5Es). Teachers engage in curricular study throughout the year during weekly clusters, monthly team meetings and professional development. Teachers work with grade level partners to incorporate Second Step curriculum into class 2-3 days / week.

Guide for Curriculum

- ○ **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ○ Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1   2   **3**   4

All students have daily access to Eureka Math, Expeditionary Learning, CKLA and Second Step. Student performance measures (NWEA, ANet Interim Assessments, PARCC, mClass) dictate small group interventions and guided supports to extend learning, daily. Students also access a variety of online platforms to support learning such as IXL, Flocabulary (Herzl placed among top 10 in usage, nationally, among all Turn Around Arts Schools), NEWSELA, and Google Classroom to name a few. Teachers utilize schedule of assessed standards (SAS) to guide instruction and support.

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> Quarterly data analysis meetings take place during professional development which include the study of student work including but not limited to performance tasks, PARCC, ANet Interim Assessments, exit tickets, CKLA assessments and mClass skills. Data from shared tool reveals that more than 80% of observations include lesson plans that show alignment between performance tasks, assessments and daily lesson plans. More than 50% of classroom observations include displayed rubrics and exemplars for performance tasks. Teachers engage in text-talks and studies of text-complexities quarterly. More than 90% of observations include objectives that align to key shits in math and literacy.

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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- ○ **Tasks reflect the key shifts in literacy.**
    - ▪ **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - ▪ **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - ▪ **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- ○ **Tasks reflect the key shifts in mathematics.**
    - ▪ **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - ▪ **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - ▪ **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- ○ **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- ○ **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - ▪ Analyze models with students to build a vision of quality.
    - ▪ Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - ▪ Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1   **2**   3   4

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)

> Counselor and teachers support GoCPS application process through parent and student workshops along with 2 advisory periods weekly in which students receive transitional support. On-track data is shared every 5 weeks in the Herzl Huddle and posted in the school on large posters. 100% of 8th grade students have a plan for transition.

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, CTE recruitment fairs, 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 CTE Pathways around career options
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

> REACH Observation Data shows that 60% of teachers score at or above Proficient in Domain 1 of Danielson, 66% at or above Proficient in Domain 2, 53% at or above Proficient in Domain 3 and 84% at or above Proficient in Domain 4. Peer observation data reveals that teachers are asking more higher level depth-of-knowledge questions after just 2 cycles of observations. Teachers submit weekly lesson plans along with small group instructional roadmaps every 5 weeks.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 10

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

A range of assessment times at multiple points, including but not limited to Performance Tasks, Mid and End of Unit Assessments, ANet, mClass, Running Records for LLI, NWEA, and PARCC create comprehensive picture of student learning. More than 90% of lesson plans submitted weekly are aligned to key shifts in literacy and math. Grading policy is uniform within and across grade levels and promotes clear and accurate portrayal of student learning. Quarter 3 on-track rate is 65%.

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 **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.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately

determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).

- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

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

> With the support of City Year Partners, Teacher Assistants and SECAs, teachers progress monitor biweekly on mClass and Running Records. On-Track Rate is documented and publicly shared every 5 weeks. Attendance data is tracked and shared daily and current attendance rate is more than 96%. SEL weekly interventions from external partners are tracked and monitored by counselor.

Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

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

School goals (instructional, behavioral, and attendance) are posted throughout the building for staff, students and all guests to see. These goals are based directly on 5Es feedback, SQRP data and Student Assessment Data pulled from NWEA, ANet Interim Assessments and CKLA. Using the KickBoard platform, the school engages in quarterly initiatives including but not limited to, "Raining Responsibility," and "Caught Being Kind," to promote student autonomy and reward students using "Paw Points" for these behaviors. Each week, the KickBoard platform generates a "character report" and students work with their homeroom teachers to reflect on their previous week's behaviors and interactions (both positive and negative). Prior to quarterly ANet Assessments and NWEA, students review and reflect on their goals and create strategies with their teachers. Teachers also input a minimum of 2 grades per week per student and use advisory periods to review grades, character reports and engage in reflective conversations with students.

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
MTSS Framework: Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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

> 5Es data reflected that relational-trust was one of the greatest areas of improvement for the school, and this was the first year using a school wide PBIS to develop criteria, monitor interactions and reward students and staff for desired behaviors. The current (4/27/18) staff member has had more than 2500 documented interactions with students with a positivity ratio of 80%. As a result, parent conferences have more than doubled the previous school year's amount and suspensions have dwindled from 256 to 9. Year-to-date attendance has also improved. The culture and climate team meets monthly to review and and analyze behavioral data, discuss initiatives and consider best practices to support staff and students.

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

Evidence, Measures, and Standards

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

> As a Turnaround Arts School, students participate in quarterly Arts Exchanges with other Turnaround schools throughout the country. The school is also partnered with Columbia College and Loyola University to offer students a variety of after-school opportunities Monday-Thursday until the end of May each year. Many students also participate in the schools' athletics teams (ranging from cross country to football to baseball to soccer, volleyball or even spirit squad) or drum line.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

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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

> More than 84% of students reported feeling safe in their classrooms and hallways on the 5Es Surveys. Out of all 5 categories related to safety on 5Es Survey, students reported feeling least safe outside of school. More than 85% of students reported feeling safe and comfortable with their teachers on the 5Es survey. Teachers also work closely with parents, more than doubling the previous year's number of parent conferences. The administration meets with the security team monthly to review data, address areas of concern and create action plans to rectify any issues. Because KickBoard allows for documentation of all types of behaviors, restorative conversations can be had with students which highlight both positive and negative interactions.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

> Teachers and staff (security, deans, TAs, etc) work closely with parents, and have more than doubled the previous year's number of parent conferences held. The administration meets with the security team monthly to review data, address areas of concern and create action plans to rectify any issues. Because KickBoard allows for documentation of all types of behaviors, restorative conversations can be had with students which highlight both positive and negative interactions. Additionally, the school has a variety of external partners (St. Anthony's, UCAN, LAMP) who solely focus on providing students with the skills to engage in and have restorative conversations with one another, weekly on an individual and group basis. As a result of implementing a PBIS that highlights and rewards positive interactions, student attendance has increased overall from 95% to 96.4% in one year.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer

opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Parent partnerships play a critical role in day to day interactions at school. PAC meetings happen monthly along with monthly Coffee Clutch meetings in which parents meet with administration and each other to consult about student progress, upcoming events, involvement and partnership opportunities. School calendar of events is shared with parents monthly. Child-Parent-Center hosts workshops daily in the parent center for parents to attend led by Parent Resource Teacher.

Guide for Parent and Family 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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ∅= Not of focus

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
To accelerate student growth in Reading, Herzl has adopted and implemented a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time. Coupled with the new curriculum and aligned PD, teachers will also implement a more robust enrichment and intervention reading program as well. This, in turn, will incrementally impact and produce an increase of the school's national growth percentile.	68.00	46.00	60.00	60.00	63.00
National School Growth Percentile - Math					

To accelerate student growth in Math, Herzl has adopted and implemented a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time. Coupled with the new curriculum and aligned PD, teachers will also implement a more robust enrichment and intervention math program as well. This, in turn, will incrementally impact and produce an increase of the school's national growth percentile.	91.00	55.00	60.00	60.00	63.00

% of Students Meeting/Exceeding National Ave Growth Norms

To accelerate student growth in Reading and Math, Herzl has adopted and implemented a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time. Coupled with the new curriculum and aligned PD, teachers will also implement more robust enrichment and intervention reading and math programs as well. This, in turn, will incrementally impact and produce an increase of the percentage of students who are meeting or exceeding the national average growth norm.	57.70	48.80	60.00	60.00	63.00

African-American Growth Percentile - Reading

Herzl's students are predominantly African-American, and with the adoption of a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time, coupled with the new curriculum and aligned PD, this will incrementally impact and produce an increase in these students' growth percentile in reading.	68.00	48.00	60.00	60.00	63.00

Hispanic Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Reading

We have no English Learner students at Herzl.	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Reading

By hiring and retaining more qualified, reflective, and committed learning behavior specialists in our school, our diverse learners can meet and exceed their IEP goals, as well as their NWEA growth targets. Through district and network supported PD and coaching, our learning behavior specialists will implement sound instructional strategies for our diverse learners that yield positive, incremental results.	42.00	19.00	30.00	50.00	55.00

African-American Growth Percentile - Math

Herzl's students are predominantly African-American, and with the adoption of a more Common-Core aligned curriculum, and an interim assessment system that tracks students' progress over time, coupled with the new curriculum and aligned PD, this will incrementally impact and produce an increase in these students' growth percentile in math.	89.00	55.00	60.00	60.00	63.00

Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Math

We have no English Learner students at Herzl.	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

By hiring and retaining more qualified, reflective, and committed learning behavior specialists in our school, our diverse learners can meet and exceed their IEP goals, as well as their NWEA growth targets. Through district and network supported PD and coaching, our learning behavior specialists will implement sound instructional strategies for our diverse learners that yield positive, incremental results.	99.00	88.00	50.00	60.00	63.00

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

We expect the listed results, due to a more robust intervention and enrichment program, and a new, more Common-Core aligned curriculum.	14.00	11.00	30.00	20.00	25.00

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

We expect the listed results, due to a more robust intervention and enrichment program, and a new, more Common-Core aligned curriculum.	38.00	32.00	30.00	35.00	40.00

National School Attainment Percentile - Reading (Grade 2)

With the hiring and retention of more qualified teachers in second grade, and the re-organization of our staff structure, we set a realistic goal regarding the school's attainment percentile. Coupled with a teacher assistant for 2nd grade classrooms, we look forward to more positive, incremental results.	6.00	5.00	18.00	10.00	15.00

National School Attainment Percentile - Math (Grade 2)

With the hiring and retention of more qualified teachers in second grade, and the re-organization of our staff structure, we set a realistic goal regarding the school's attainment percentile. Coupled with a teacher assistant for 2nd grade classrooms, we look forward to more positive, incremental results.	26.00	16.00	18.00	20.00	25.00

% of Students Making Sufficient Annual Progress on ACCESS

There are no students at Herzl that take this assessment.	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

Herzl's attendance rate has increased by at least 1.5% each year since 2013; to stay within that pattern, and set realistic goals, our goal is to have a YTD attendance rate of 96% by 2018.	95.50	95.60	96.00	96.05	96.05

My Voice, My School 5 Essentials Survey

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

Custom metrics   0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If teachers monitor the progress of, and frequently check for understanding of individualized students, If we provide targeted supports based on the analysis of individual, student need and data	improvement in teacher practice, individual student's needs being met,	increased student achievement in reading and math.

Tags:
Cycles of professional learning, Academics, Assessment data, Instructional interventions, Instructional core effectiveness, Multi tiered system of approaches, Assessment calendar, Academic success, Assessment cycles, Curriculum & instruction, Instrucion

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
The ILT, Math, & ELA Coach will plan and produce bi-weekly & quarterly professional development on the use of formative assessment during instruction, and progress monitoring. This will include professional learning in: Progress monitoring tools, Alignment of the right support to the right resource (TRC vs. DIBELS vs. Guided Reading; IXL vs. VMath, etc.), Examining student work, Examining progress monitoring data, Examining progress monitoring protocols, Conducting peer observations, and Providing feedback on teacher intervention and remediation plans.	ILT, Math Coach, ELA Coah	Jun 26, 2018 to Jun 18, 2019	Not started

Assessment, Professional Learning, Data analysis, Data driven instruction, Professional development plan, Data cycle calendar

Teachers will administer, according to the school/district assessment calendar, universally designed assessments to monitor individual student's progress.	Coaches, Teachers	Sep 4, 2018 to Jul 12, 2019	Not started

Assessments, Assessment calendar

Teachers will create and implement individualized intervention/action plans, to intervene in a timely and effective way, based on students' misunderstandings, non-proficiencies, and assessment data.	Teachers	Sep 10, 2018 to Jun 18, 2019	Not started

Assessment, Analysis of data, progress monitoring, rit instruction, small group instruction

Leaders and Coaches will create progress-monitoring calendars for data entry, data analysis, and for the submission of intervention/remediation plans	Admin., Coaches, ILT	Jun 26, 2018 to Jul 27, 2018	Not started

Analysis of data, progress monitoring, rit instruction, small group instruction, Assessment calendar, Assessment schedules

ILT and Coaches will provide professional learning on assessing student learning during instruction, and identify those instructional practices for continued learning and monitoring.	Admin, Coaches, ILT	Aug 27, 2018 to May 31, 2019	Not started

Professional Learning, Instruction, Professional development, Formative assessment, Formative feedback

ILT and Coaches will research, identify, and provide curricular resources to support tier two and tier 3 interventions in reading and math	Admin., Coaches, ILT	Jun 26, 2018 to Aug 17, 2018	Not started

Instruction, Curriculum, Tier 2 & 3

ILT and Coaches will provide frequent professional learning on the targeted supports, and its aligned instructional practices, based on the professional learning plan	Coaches, ILT	Aug 16, 2018 to Oct 31, 2018	Not started

Professional Learning, Instruction, Instructional practices, Targeted inteventions

ILT and coaches will create observation tools for the efficient monitoring and implementation of daily, targeted, small-group instruction, and the implementation of targeted supports.	Admin., Coaches, ILT	Jun 26, 2018 to Aug 10, 2018	Not started

Instruction, Small group instruction, Targeted inteventions, Observation and feedback, Targeted instruction

Action step	Responsible	Timeframe	Status
ILT and Coaches will identify instructional practices that typify targeted supports for intervention and remediation.	Coaches, ILT	Jun 26, 2018 to Aug 17, 2018	Not started

Intervention, Instruction, Instructional practices, Remediation

ILT and Coaches will provide professional learning on the instructional practices that typify targeted supports for intervention and remediation	Coaches, ILT	Aug 20, 2018 to Jun 7, 2019	Not started

Professional Learning, Instruction, Professional development, Interventions and supports

Create and ensure observation tools and remediation/intervention plans afford the capture of, and analysis of changed instructional practices	Admin., Coaches, ILT	Jun 26, 2018 to May 31, 2019	Not started

Instruction, Observations, Observation and feedback

Strategy 2

If we do...	...then we see...	...which leads to...
implement a proficiency based grading system	grades that are more accurately reflective of students' progress and achievement	more precise interventions and supports for students

Tags:
Grading, Grading policy, Grades, Grading practices, Grading expectations

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Clearly identify and articulate what standards students need to master at each grade level, for each quarter to students, teachers, families, counselors and support specialists	Teachers and Teacher Leaders for each grade band/content area	Jun 26, 2018 to Aug 17, 2018	Behind

Grading, Standards, Standards based grading

Measure, report and document student progress and proficiency in Gradebook on a 4-point scale at a biweekly rate	Teachers	Sep 4, 2018 to Jun 14, 2019	Not started

Grading, Gradebook

Ensure all teachers are grading student progress against the standards in Gradebook on a 4 point scale	Admin., Counselor, Clerk	Sep 4, 2018 to Jun 14, 2019	Behind

Grading, Gradebook, Grading policy, Gradebook monitoring

Use ANet interim assessments, along with Engage, Eureka, CKLA and Unique Assessments as prescribed, quarterly and per the curriculum.	Teachers	Sep 4, 2018 to Jun 14, 2019	Not started

Assessments, Formative assessments, Summative assessments

Teachers will collaborate during grade level meetings to analyze student data from assessments for reteaching, extension, and remediation	Teachers	Sep 4, 2018 to Jun 14, 2019	Not started

Intervention, Enrichment, Data analysis, Formative assessments, Student data analysis, Remediation, Data analysis protocol, Summative assessments

Grouping and/or regroup students based on progress monitoring data collected from formative and summative assessments	ILT, Teachers	Sep 4, 2018 to May 31, 2019	Not started

Differentiated instruction, Small group instruction, Formative assessments, Summative

assessments

| Provide targeted strategies and instructional practices for use during small groups aligned to appropriate levels, using the NWEA Continuum of Learning and set benchmarks for re-assessment | Admin., Coaches, ILT | Sep 4, 2018 to May 31, 2019 | Not started |

Professional Learning, Professional development, Data driven instruction, Formative assessments, Summative assessment, Professional development plan, Data driven culture

| Create and implement teacher data meeting calendar, for the analysis of student progress on re-assessments and impact of re-teaching/remediation plan | Admin., Coaches, ILT | Jun 26, 2018 to Jul 27, 2018 | Behind |

Assessments, Formative assessments, Student data analysis, Data meetings, Data analysis protocol, Summative assessments

Strategy 3

If we do...	...then we see...	...which leads to...
high quality professional development	improvement in teacher practice	increased student achievement

Tags:
Professional Learning, Instruction, Professional development, Instructional priorities

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Plan and produce monthly professional development on instructional tasks, targeted supports, and/or instructional practices. This will include examining student work, conducting peer observations, and providing feedback on teacher- created tasks	Admin., Coaches, ILT	Jun 25, 2018 to Jul 27, 2018	Not started

Professional Learning, Instruction, Professional development, Student tasks, Instructional priorities, Targeted supports

| Analyze completed student work tasks monthly, during after school cluster meetings, to identify trends in student misconceptions while analyzing the complexity of the tasks. | Coaches, ILT, Teachers | Sep 4, 2018 to May 31, 2019 | Not started |

Professional Learning, Instruction, Professional development, Student tasks, Instructional priorities, Student misconceptions

| Create a professional development scope and sequence for the academic year aligned with the school's instructional priorities | Admin., Coaches, ILT | Jun 26, 2018 to Jul 27, 2018 | Not started |

Professional Learning, Professional development, Professional learning plan

| Consistently update the math and literacy Google Drive folders with professional development resources organized by standards and content | Coaches, ILT | Jun 26, 2018 to May 31, 2019 | Not started |

Professional Learning, Professional development

| Provide professional development on restorative conversations and CPI (Crisis Prevention Intervention) certifications for all staff | Admin., Dean, Asst. Dean, ILT | Aug 27, 2018 to May 31, 2019 | Not started |

Professional Learning, Professional development, Restorative practices, Restorative conversations

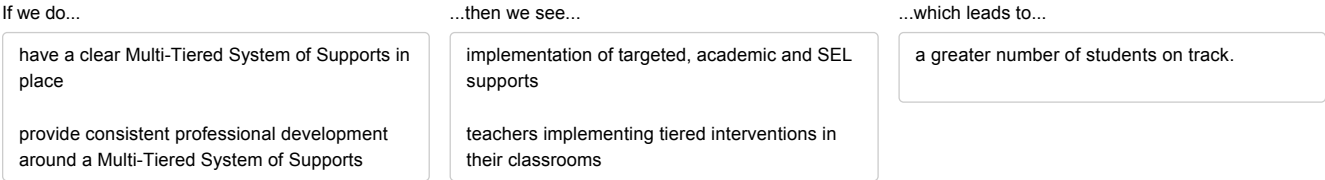| Action step	Responsible	Timeframe	Status
Plan and produce bi-weekly and/or quarterly professional development on the use of formative assessment during instruction, and progress monitoring. This will include professional learning in: Progress monitoring tools, Alignment of the right support to the right resource (TRC vs. DIBELS vs. Guided Reading; IXL vs. VMath, etc.), Examining student work, Examining progress monitoring data, Examining progress monitoring protocols, Conducting peer observations, and Providing feedback on teacher intervention and remediation plans.	Admin., Coaches, ILT	Jun 26, 2018 to May 31, 2019	Behind

Professional Learning, Professional development, Progress monitoring, Data analysis, Small group instruction, Analysis of data, progress monitoring, rit instruction, small group instruction, Multiple measures for screening, diagnosing, and progress monitoring, Formative assessments, Data analysis protocol, Summative assessments

Action step	Responsible	Timeframe	Status
Dean of Students, Asst. Dean, and Culture & Climate Team Lead member will conduct bi-weekly meetings with the Security Team around student behavior best practices: Redirection strategies Restorative conversations Student code of conduct	Dean, Ass. Dean, Culture & Climate Team Lead	Sep 4, 2018 to Jun 7, 2019	Not started

Professional Learning, Classroom management, Restorative practices, Student behavior, Restorative conversations

Strategy 4

If we do...	...then we see...	...which leads to...
have a clear Multi-Tiered System of Supports in place provide consistent professional development around a Multi-Tiered System of Supports	implementation of targeted, academic and SEL supports teachers implementing tiered interventions in their classrooms	a greater number of students on track.

Tags:
MTSS, SEL, On track, Targeted supports

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Create and implement a school schedule that supports small group intervention	Admin., Schedule Team	Apr 9, 2018 to Jun 7, 2019	On-Track

Intervention, Schedule, Small group instruction

Action step	Responsible	Timeframe	Status
Create and implement school-wide progress monitoring protocol	Admin., MTSS Coord., MTSS Team	Jun 26, 2018 to Jun 7, 2019	Not started

MTSS, Mtss plann, Mtss team

Action step	Responsible	Timeframe	Status
Create and implement MTSS to Specialized Services Referral Process	Admin., MTSS Coord., Case Manager, Counselor, MTSS Team	Jun 26, 2018 to Jun 7, 2019	Not started

MTSS, Mtss coordinator, Mtss team

Action step	Responsible	Timeframe	Status
Designate a teacher leader per grade brand to support teachers and monitor progress monitoring	ILT	Aug 17, 2018 to Sep 14, 2018	Not started

MTSS, Mtss tracker

Action step	Responsible	Timeframe	Status
Create a scope and sequence around teacher learning and development for MTSS	MTSS Coord., Counselor	Jun 26, 2018 to Aug 17, 2018	Not started

MTSS, Professional Learning, Professional development, Professional learning plan
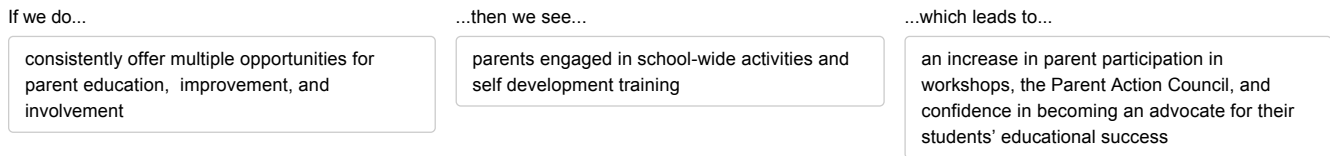
Provide training for teachers around the established menu of interventions and the MTSS protocol	Admin., Coaches, ILT	Aug 16, 2018 to Jun 7, 2019	Not started

MTSS, Professional Learning, Professional development, Professional learning plan

Provide ongoing support for teachers around implementation and progress monitoring of interventions	MTSS Team	Aug 27, 2018 to Jun 7, 2019	Not started

MTSS, Mtss team, Mtss tracker

Strategy 5

If we do...	...then we see...	...which leads to...
consistently offer multiple opportunities for parent education, improvement, and involvement	parents engaged in school-wide activities and self development training	an increase in parent participation in workshops, the Parent Action Council, and confidence in becoming an advocate for their students' educational success

Tags:
Leadership, Parent engagement, Parent involvement, Parent education

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
School Parent Education Specialist create calendar, men, and provision of workshops based on the seven areas of concentration which include: Child Development, Parenting, Literacy and Language, Math, health Safety and Nutrition, Field Experiences, Community Resources, Career Education and Personal Development.	Parent Resource Teacher	Aug 27, 2018 to Jun 18, 2019	Not started

Parent engagement, Parent involvement, Parent meetings, Parent education

Educate and encourage parent access and use of CPS University, Parent Portal, FACE, and Chicago Early Learning through written communication, parent workshops, yearly parent orientations, end of year parent meetings, and school created social media channels	Parent Resource Teacher, Head Teacher, PAC, LSC	Sep 4, 2018 to Jun 18, 2019	Not started

Parent engagement, Parent involvement, Parent meetings, Parent education

Host monthly parent meetings as opportunities for parents to share feedback, suggestions, and concerns with teachers, administrators, staff and the school community	Admin., Parent Resource Teacher, PAC, LSC	Aug 27, 2018 to Jun 18, 2019	Not started

Leadership, Parent engagement, Parent involvement, Parent meetings

Consistently communicate with parents through a monthly calendar of school activities, instructional focus, home activities that connect to school curriculum, attendance reminders, and other important information i.e. parent newsletter, social media communications, email list for communication	Parent Resource Teacher, Head Teacher, Admin., Teachers, Clerks	Jul 2, 2018 to Jun 18, 2019	Not started

Parent engagement, Parent involvement, Social media, Parent meetings, Parent newsletter, Parent communication

Hold quarterly family engagement activity nights that encourage students and their parents to be involved. i.e: literacy night, math night, game night, fitness night, movie night, etc	Admin., Parent Resource Teacher, Head Teacher, ILT, Teachers	Sep 4, 2018 to Jun 7, 2019	Not started

Parent engagement, Parent involvement

Develop and implement a quarterly, school wide assignment for students and parents to complete that would demonstrate parent involvement	Admin., Parent Resource Teacher, Teachers	Aug 27, 2018 to Jun 7, 2019	Not started

Parent engagement, Parent involvement

Action Plan

Strategy 1

NOT STARTED

The ILT, Math, & ELA Coach will plan and produce bi-weekly & quarterly professional development on the use of formative assessment during instruction, and progress monitoring. This will include professional learning in: Progress monitoring tools, Alignment of the right support to the right resource (TRC vs. DIBELS vs. Guided Reading; IXL vs. VMath, etc.), Examining student work, Examining progress monitoring data, Examining progress monitoring protocols, Conducting peer observations, and Providing feedback on teacher intervention and remediation plans."

Jun 26, 2018 to Jun 18, 2019 - ILT, Math Coach, ELA Coah

Status history

May 7

NOT STARTED   May 07, 2018
    Evidence
    PD Plan Cluster PD Plan PD Agendas PD Sign-In Sheets Data Analysis Protocols and Plans PD Survey Data

NOT STARTED

Teachers will administer, according to the school/district assessment calendar, universally designed assessments to monitor individual student's progress."

Sep 04, 2018 to Jul 12, 2019 - Coaches, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
    Evidence
    Assessment Calendar Herzl Master Calendar

NOT STARTED

Teachers will create and implement individualized intervention/action plans, to intervene in a timely and effective way, based on students' misunderstandings, non-proficiencies, and assessment data."

Sep 10, 2018 to Jun 18, 2019 - Teachers

Status history

May 7

NOT STARTED   May 07, 2018
    Evidence
    Lesson Plans Focus Standard Action Plans Small Group Plans Data Analysis

NOT STARTED

Leaders and Coaches will create progress-monitoring calendars for data entry, data analysis, and for the submission of intervention/remediation plans"

Jun 26, 2018 to Jul 27, 2018 - Admin., Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Herzl Master Calendar PD Plan Cluster Plan

NOT STARTED

ILT and Coaches will provide professional learning on assessing student learning during instruction, and identify those instructional practices for continued learning and monitoring."

Aug 27, 2018 to May 31, 2019 - Admin, Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Herzl Master Calendar PD Plan Cluster Plan

NOT STARTED   ILT and Coaches will research, identify, and provide curricular resources to support tier two and tier 3 interventions in reading and math"

Jun 26, 2018 to Aug 17, 2018 - Admin., Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Financial Expenditures Classroom Observations ILT Meeting Notes & Agendas

NOT STARTED

ILT and Coaches will provide frequent professional learning on the targeted supports, and its aligned instructional practices, based on the professional learning plan"

Aug 16, 2018 to Oct 31, 2018 - Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
PD Plan Cluster Plan PD Agendas

NOT STARTED

ILT and coaches will create observation tools for the efficient monitoring and implementation of daily, targeted, small-group instruction, and the implementation of targeted supports."

Jun 26, 2018 to Aug 10, 2018 - Admin., Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence

Observation Tools ILT Meeting Notes

NOT STARTED   ILT and Coaches will identify instructional practices that typify targeted supports for intervention and remediation."

Jun 26, 2018 to Aug 17, 2018 - Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Observation Tools ILT Meeting Notes/Decks PD Plan Cluster Plan

NOT STARTED

ILT and Coaches will provide professional learning on the instructional practices that typify targeted supports for intervention and remediation"

Aug 20, 2018 to Jun 07, 2019 - Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
PD Plan Cluster Plan PD Decks Small Group Instruction Roadmaps Lesson Plans

NOT STARTED

Create and ensure observation tools and remediation/intervention plans afford the capture of, and analysis of changed instructional practices"

Jun 26, 2018 to May 31, 2019 - Admin., Coaches, ILT

Status history

May 7
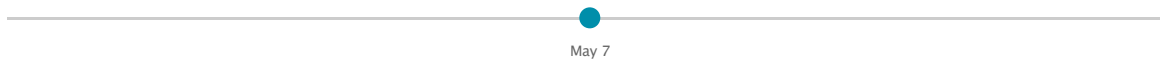
NOT STARTED   May 07, 2018
Evidence
Observation Tools ILT Meeting Notes Observation Feedback and Data Lesson Plan Feedback

Strategy 2

BEHIND

Clearly identify and articulate what standards students need to master at each grade level, for each quarter to students, teachers, families, counselors and support specialists"

Jun 26, 2018 to Aug 17, 2018 - Teachers and Teacher Leaders for each grade band/content area

Status history

May 7
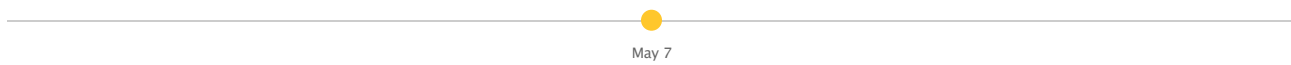
BEHIND   May 07, 2018
Problem
Standards shared in common document for all teachers
Root Cause
Next steps

NOT STARTED   Measure, report and document student progress and proficiency in Gradebook on a 4-point scale at a biweekly rate"

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Gradebook On-Track Rate

BEHIND   Ensure all teachers are grading student progress against the standards in Gradebook on a 4 point scale"

Sep 04, 2018 to Jun 14, 2019 - Admin., Counselor, Clerk

Status history

May 7

BEHIND   May 07, 2018
Problem
Gradebook On-Track Rate
Root Cause
Next steps

NOT STARTED
Use ANet interim assessments, along with Engage, Eureka, CKLA and Unique Assessments as prescribed, quarterly and per the curriculum."

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Classroom Observations Annotated Lesson Plans Student Assessment Artifacts Interim/Formative Assessments

NOT STARTED
Teachers will collaborate during grade level meetings to analyze student data from assessments for reteaching, extension, and remediation"

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
ANet Data Analysis Template Exit tickets, Student Artifacts Cluster PD Plan Cluster Agendas/Decls

NOT STARTED   Grouping and/or regroup students based on progress monitoring data collected from formative and summative assessments"

Sep 04, 2018 to May 31, 2019 - ILT, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Posted Small-Group Rosters/Anchor Charts Small-Group Instructional Roadmaps Lesson Plans

NOT STARTED
Provide targeted strategies and instructional practices for use during small groups aligned to appropriate levels, using the NWEA Continuum of Learning and set benchmarks for re-assessment"

Sep 04, 2018 to May 31, 2019 - Admin., Coaches, ILT

Status history

May 7

NOT STARTED May 07, 2018
Evidence
PD Plan Cluster Plan Cluster Decks/Agendas Classroom Observations Small-Group Instructional Roadmaps Lesson Plans

BEHIND

Create and implement teacher data meeting calendar, for the analysis of student progress on re-assessments and impact of re-teaching/remediation plan"

Jun 26, 2018 to Jul 27, 2018 - Admin., Coaches, ILT

Status history

May 7

BEHIND May 07, 2018
Problem
PD Plan Cluster Plan Cluster Meeting Agendas/Decks Classroom Observations Data Analysis Templates Herzl Master Caelndar
Root Cause
Next steps

Strategy 3

NOT STARTED

Plan and produce monthly professional development on instructional tasks, targeted supports, and/or instructional practices. This will include examining student work, conducting peer observations, and providing feedback on teacher- created tasks"

Jun 25, 2018 to Jul 27, 2018 - Admin., Coaches, ILT

Status history

May 7

NOT STARTED May 07, 2018
Evidence
PD Plan Cluster Plan Cluster Decks/Agendas

NOT STARTED

Analyze completed student work tasks monthly, during after school cluster meetings, to identify trends in student misconceptions while analyzing the complexity of the tasks."

Sep 04, 2018 to May 31, 2019 - Coaches, ILT, Teachers

Status history

May 7

NOT STARTED May 07, 2018
Evidence
PD Plan Cluster Plan Cluster Decks/Agendas Student Artifacts

NOT STARTED Create a professional development scope and sequence for the academic year aligned with the school's instructional priorities"

Jun 26, 2018 to Jul 27, 2018 - Admin., Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
PD Plan Cluster Plan

NOT STARTED
Consistently update the math and literacy Google Drive folders with professional development resources organized by standards and content"

Jun 26, 2018 to May 31, 2019 - Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Google Drive Folder Contents Herzl Huddle Attachments

NOT STARTED   Provide professional development on restorative conversations and CPI (Crisis Prevention Intervention) certifications for all staff"

Aug 27, 2018 to May 31, 2019 - Admin., Dean, Asst. Dean, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
PD Plan Herzl Master Calendar PD Decks/Agendas

BEHIND
Plan and produce bi-weekly and/or quarterly professional development on the use of formative assessment during instruction, and progress monitoring. This will include professional learning in: Progress monitoring tools, Alignment of the right support to the right resource (TRC vs. DIBELS vs. Guided Reading; IXL vs. VMath, etc.), Examining student work, Examining progress monitoring data, Examining progress monitoring protocols, Conducting peer observations, and Providing feedback on teacher intervention and remediation plans."

Jun 26, 2018 to May 31, 2019 - Admin., Coaches, ILT

Status history

May 7

BEHIND   May 07, 2018
Problem
PD Plan Cluster PD Plan PD Agendas PD Sign-In Sheets Data Analysis Protocols and Plans PD Survey Data
Root Cause
Next steps

NOT STARTED
Dean of Students, Asst. Dean, and Culture & Climate Team Lead member will conduct bi-weekly meetings with the Security Team around student behavior best practices: Redirection strategies Restorative conversations Student code of conduct"

Sep 04, 2018 to Jun 07, 2019 - Dean, Ass. Dean, Culture & Climate Team Lead

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Kickboard Positivity Ratio Kickboard Negative Point/Referral Rate PD Agendas & Sign-In Sheets

Strategy 4

ON-TRACK

Create and implement a school schedule that supports small group intervention"

Apr 09, 2018 to Jun 07, 2019 - Admin., Schedule Team

Status history

May 7

ON-TRACK | May 07, 2018
Evidence
School Schedule PPC Meeting Notes ILT Meeting Notes

NOT STARTED

Create and implement school-wide progress monitoring protocol"

Jun 26, 2018 to Jun 07, 2019 - Admin., MTSS Coord., MTSS Team

Status history

May 7

NOT STARTED | May 07, 2018
Evidence
MTSS Protocol MTSS Team Meeting Notes/Deck Herzl Master Calendar

NOT STARTED

Create and implement MTSS to Specialized Services Referral Process"

Jun 26, 2018 to Jun 07, 2019 - Admin., MTSS Coord., Case Manager, Counselor, MTSS Team

Status history

May 7

NOT STARTED | May 07, 2018
Evidence
MTSS Protocol MTSS Team Meeting Notes/Deck Herzl Master Calendar

NOT STARTED

Designate a teacher leader per grade brand to support teachers and monitor progress monitoring"

Aug 17, 2018 to Sep 14, 2018 - ILT

Status history

May 7

NOT STARTED | May 07, 2018
Evidence
Staff Organization MTSs Team Meeting Notes Herzl Master Calendar

NOT STARTED

Create a scope and sequence around teacher learning and development for MTSS"

Jun 26, 2018 to Aug 17, 2018 - MTSS Coord., Counselor

Status history

May 7

NOT STARTED | May 07, 2018
Evidence
Herzl Master Calendar MTSS Meeting Notes

NOT STARTED

Provide training for teachers around the established menu of interventions and the MTSS protocol"

Aug 16, 2018 to Jun 07, 2019 - Admin., Coaches, ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
PD Plan MTSS Team Meeting Notes PD Agendas/Decks

NOT STARTED   Provide ongoing support for teachers around implementation and progress monitoring of interventions"

Aug 27, 2018 to Jun 07, 2019 - MTSS Team

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
PD Agendas/Notes ILT Meeting Agendas/Notes MTSS Team Meeting Notes/Decks Herzl Huddles

Strategy 5

NOT STARTED

School Parent Education Specialist create calendar, men, and provision of workshops based on the seven areas of concentration which include: Child Development, Parenting, Literacy and Language, Math, health Safety and Nutrition, Field Experiences, Community Resources, Career Education and Personal Development."

Aug 27, 2018 to Jun 18, 2019 - Parent Resource Teacher

Status history

May 7

NOT STARTED
May 07, 2018
Evidence
Parent Monthly Calendar Sign-In Sheets, Agendas Participation Attendance Data Parent Evaluations Completion of Parent Opening Door Trainings

NOT STARTED
Educate and encourage parent access and use of CPS University, Parent Portal, FACE, and Chicago Early Learning through written communication, parent workshops, yearly parent orientations, end of year parent meetings, and school created social media channels"

Sep 04, 2018 to Jun 18, 2019 - Parent Resource Teacher, Head Teacher, PAC, LSC

Status history

May 7

NOT STARTED
May 07, 2018
Evidence
Parent Monthly Calendar Approved Volunteer List Sign-In Sheets Agendas Participation Attendance Data Parent Evaluations Exit Tickets Parent Social Media Followers

NOT STARTED
Host monthly parent meetings as opportunities for parents to share feedback, suggestions, and concerns with teachers, administrators, staff and the school community"

Aug 27, 2018 to Jun 18, 2019 - Admin., Parent Resource Teacher, PAC, LSC

Status history

May 7

NOT STARTED

May 07, 2018
Evidence
Parent Monthly Calendar Approved Volunteer List Sign-In Sheets Agendas Participation Attendance Data Parent Evaluations Exit Tickets Parent Social Media Followers

NOT STARTED

Consistently communicate with parents through a monthly calendar of school activities, instructional focus, home activities that connect to school curriculum, attendance reminders, and other important information i.e. parent newsletter, social media communications, email list for communication"

Jul 02, 2018 to Jun 18, 2019 - Parent Resource Teacher, Head Teacher, Admin., Teachers, Clerks

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
5Es Parent Participation Rate Herzl Master Calendar Herzl Parent Calendar

NOT STARTED

Hold quarterly family engagement activity nights that encourage students and their parents to be involved. i.e: literacy night, math night, game night, fitness night, movie night, etc"

Sep 04, 2018 to Jun 07, 2019 - Admin., Parent Resource Teacher, Head Teacher, ILT, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
5Es Parent Participant Evaluations

NOT STARTED

Develop and implement a quarterly, school wide assignment for students and parents to complete that would demonstrate parent involvement"

Aug 27, 2018 to Jun 07, 2019 - Admin., Parent Resource Teacher, Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
5Es Parent/Student Artifacts Herzl Parent Calendars

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

⊙ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

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

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> Informing parents of the school's participation in ESSA, Title 1 programs and to explain the Title 1 requirements and their right to be involved in Title 1 programs will occur at the annual meeting on September 28, 2018. The meeting time will be advertised in letters home, on the school marquee, through school reach (automated) phone calls, and through the parent newsletter. All parents will be invited, and the explanation of their rights and the requirements will be explained. PAC meetings will be held at least monthly, in addition to parent involvement workshops and meetings to strengthen the school-home partnership. Parental involvement sessions and workshops include, and are not limited to, health and wellness workshops, homework help, physical fitness and nutrition, and financial literacy. The Title 1 PAC Organizational Meeting will occur on October 17, 2018. The Child Parent Center will have a Parent Resource Teacher and a Parent Resource Room that will house helpful resources, and be a site for parent workshops.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

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

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

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

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

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

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

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

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

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

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

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

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

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

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement 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

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

Students and graduates of the Herzl School of Excellence will be scholars, leaders, problem-solvers, and productive members of our society through a shared, relentless focus on academic excellence and character. The Herzl Community commits to sustaining a culture of achievement where learning is rigorous, excellence is the standard, talent is nurtured, success is celebrated, and character is molded through the principles of the Herzl Doctrine in a conducive, safe, learning environment.

Every Teacher Will:?
- Hold students' achievement as the highest priority?- Use culturally relevant practices for student learning?
- Uphold, teach, and model the Herzl Doctrine®?
- Use student performance data to improve student achievement?
- Empower students to have ownership of their learning?
- Work to improve students' literacy achievement?
- Be a collaborator?
- Think in terms of the entire beach ball, not just their own stripe (Fierce Leadership; Scott, 2004)
- Hold themselves accountable to high standards; Own it , Solve it, and Do it?
- Be a problem solver?
- Utilize technology to plan, instruct, and communicate effectively

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation

51130, 52130 — **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.
$ 0 .00

53405 — **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.
$ 405 .00

53205 — **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.
$ 1309 .00

54125 — **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)
$ 0 .00

54505 — **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.
$ 2052 .00

<p>54205</p>Travel
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.
$ 849 .00

<p>54565</p>Reimbursements
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.
$ 0 .00

<p>53510</p>Postage
Must be used for parent and family engagement programs only.
$ 0 .00

53306 — **Software**
Must be educational and for parent use only.
$ 0 .00

55005	**Furniture and Equipment**			
	Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00