



Helen M Hefferan Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/20/2018	L. Embers, J. Hearn, J. Biancalana, R. Wrather-Clark, K. Fuller	CIWP Development
04/19/2018	L. Embers, J. Hearn, J. Biancalana, R. Wrather-Clark, K. Fuller, A. Mitchell, T. Spurlock, H. Hampton	Goals, Vision & Mission

Leadership & Collective Responsibility:

Score

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

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Hefferan's Principal, School Administrators, Staff and LSC share a vision of success for all students. This is evidenced through the "Well-Organized" rating on the 5 Essentials Survey.

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

Instructional Leadership Team:

Score

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

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Hefferan's ILT is focused and dedicated to improving the school through actionable items that are designed to address the school's challenges.

Hefferan's evidence consists of, ILT meeting minutes, ILT agendas
 Artifacts (articles, explicit charts, uploaded into Hefferan's ILT Google folder), PLC meeting agendas, PLC meeting minutes

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

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Professional Learning Communities consist of teachers and school administrators who meet weekly to discuss current trends in education and instructional practices. Practices are reviewed within the meetings and within the classroom setting. Agendas are evidence of topics discussed. Peer to Peer observations serve to support classroom practices.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

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Hefferan's resources are allocated so that improving achievement is a priority. Evidence of resource allocation for improving achievement include but are not limited to our block Schedule (Literacy, Math, Science/Social Science, Writing), aligned planning/prep times for teaching staff (Professional Learning Communities), on School Improvement Days teachers engage in extensive professional development training and problem based learning trainings, partnerships that assist in Hefferan's instructional program (Project Syncere, RUSH Science and Math Excellence Network, University of Illinois, Lakeshore Links, Junior Achievement, History Makers, Groupon, Northern Illinois University) are at no cost to the school. Hefferan's STEM Coaches, Literacy Coach, PE teacher, school administrators, classroom assistants, retired teachers and parent volunteers support instruction through small group interventions.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**

- Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.
- Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
 - Ensure all students have fair access to high-quality teachers in the school.
- Effectively utilize Related Service Providers at the classroom level.
- Use data including teacher evaluations and exit interviews to inform a retention strategy.
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- Make outreach efforts to engage community members as partners and resources.
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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

4 of 4 complete

Curriculum:

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

Score

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Hefferan ensures that all students are exposed to a rigorous standards-based curriculum that encompasses the needs of all students through both academic and social emotional learning.

This is evidenced through school professional development given by the principal and teachers in PLC meetings - Teachers are given instruction on how to follow the curriculum/pacing guides placed on the Knowledge Center, and ISBE. These guides were designed to improve instruction, support data driven decisions, while producing a school culture/climate that is conducive for learning. Teachers are given instruction on how to follow the Common Core Learning Standards (CCLS). This is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.

School professional development given by the principal and teachers - In grade level meetings, and one on one teacher's support. Teachers are given support on how to provide academic instructional recommendations that will enhance the Measures of Academic Progress® (MAP®) and MAP for Primary Grades (MPG) interim assessments. Teachers use the Learning Continuum as they see the students performing at a given RIT level on MAP assessments. These learning statements will differentiate instruction for both individual students and skill-based activity groups.

Teachers attended professional development at Leif Ericson presented by Engaged NewYork. Common Core Learning Standards (CCLS), and EngageNY.org is dedicated to providing educators across state with real-time, professional learning tools and resources that will support educators in reaching the CCLS's vision for a college and career ready education for all students.

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

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Hefferan's teachers design daily lessons to incorporate variability and flexibility in both the materials to present learning content and the methods for students to demonstrate mastery .

This is evidenced through the varied resources that are presented to and available for teachers use with their students:

- Ready Common Core
- Online PARCC Test Sample
- Scholastic News
- Read Works
- National Geographic Booklets
- Sundance Comprehensive Strategies Kit
- K-12 Readers
- Common Core Performance Coach Reading
- Literature
- Harcourt Reading
- McMillian McGraw
- Starfall
- Reading Streets
- My Perspective
- National Geographic Level Readers
- STARS
- Fontas & Pinell guided readers
- Everyday Math
- Engage NY
- Common Core Performance Coach Math
- Khan Academy
- Study Island
- Achieve 3000
- Achieve e-science
- The New York Times Upfront magazines
- Science weekly
- Afterschool Performance Coach end of the year practice test
- Connected Math

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

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Hefferan's staff employs rigorous texts and tasks to ensure students are being made college and career ready. Hefferan's staff examines authentic student work to assess use of the standards in creating assignments and to gauge the rigor of students tasks and texts.

Hefferan's evidence of Rigorous student tasks can be illustrated through:

Hefferan's staff conveys high learning expectations for all students and utilizes instructional strategies such as the Kagan Strategies and the STEM Habits of Mind to enable practice and perseverance for each individual student.

Using the RIOT/ICEL Matrix protocols, Hefferan's ILT Team conducts Analysis of student work samples during ILT Level meetings. NWEA MAP (Grades 3 - 8) Reading and Math Growth levels were better than 99 percent of schools nationally as indicated by the SGRP

Attainment on NWEA at or above 95 percent of schools nationally for all grade levels 2nd through 8th as indicated by the SGRP Hefferan's teachers analyze student work samples as part of their weekly PLC's to best support students attainment of quality work and standards. Teachers submit weekly lesson plans that must include assessments and tasks that are aligned with CCSS.

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	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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 (EQIP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

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Hefferan is a STEAM school and as such, we provide our students with 21st century skills that are essential for college and career readiness.

The evidence that supports Hefferan's creating pathways of success for our students includes:

Hefferan has hosted a High-School Fair where area high schools came in and the 7th and 8th graders were invited to visit and explore options for high school. The students were engaged and excited to find out about their options.

*In September, we kicked off our year with the History Maker's assembly where two influential African American women, one a judge and one a former Cook County Commissioner, visited our school to share their stories with the students. There was a strong emphasis on making the most of opportunities and making plans for college and career. The guests held an assembly for grades 3-8 and then spent time in each upper-grade classroom continuing to share their story and inspire the students.

*In October, we took a busload of students and parents to Northern Illinois University's STEMFest. There they got to explore all kinds of STEM activities, careers, and college opportunities including a Haunted Physics Lab, Advanced Lego/Robotics, a laser lab, exhibitions of all kinds including liquid nitrogen...always an inspirational event!

*In December, we hosted an all-day, STEAM career fair, where people from various STEAM careers spent the whole day at Hefferan visiting classrooms. All classrooms, Pre-K through 8th grade had at least four visitors throughout the day who shared their stories, did activities with the students and encouraged the students to continue on the path to college and career. It was truly a huge success!

*Our eighth-grade students visited one college in January and are scheduled for more visits in the near future. We are creating a Hefferan News Program and plan to include sit-down interviews the students will conduct on these site visits.

*Our counselor runs SEL lessons and peace circles with our pre K - 3rd grade students weekly and has been running a "girl's group" with the 7th and 8th graders to work on issues/problems/ opportunities for them. She has also instituted a similar club for the 4th-grade girls and has plans to begin one with the 5th-grade girls within the next few weeks.

*Another teacher has begun having meetings after school on Mondays with upper-grade girls who have been "nominated" by their teachers to work on self-esteem, goal setting, and general topics of concern for those students as they mature and move through schooling toward their eventual careers.

*At the end of February, we are having another History Maker's Assembly with Ms. Maureen Forte, who is an educator, elected official, human rights advocate and media personality. As with previous History Makers, she is excited to share her story and inspire students in an assembly as well as with individual classroom visits.

*Hefferan has a great, beginning display of STEAM careers and college banners throughout the building. We will continue to build upon our gallery of these resources as well as create opportunities for students to explore various colleges and careers. Students will get a chance to share their findings at an end-of-year STEM Fair. Teachers are incorporating references to college and career opportunities as part of their daily conversations with students.

*Sixth-eighth graders receive instruction two times per week in the Innovation Lab (Creative Learning Systems) which gives them exposure and hands-on experiences in circuitry, computer graphics, digital communication, robotics and control technology, mechanics and structures, scientific data and analysis, software engineering, etc. The students are involved in ever-increasingly complex work and design challenges, which will ultimately help them in high school, college, and career readiness.

*All students at all grade levels are involved in Problem Based Learning, which incorporates real-world problems and solutions across multiple disciplines. All students also participate in design challenges where they use the engineering design cycle and/or the scientific method to solve problems, design solutions, and present their findings. STEM language, habits of mind, and culture are evident throughout the building.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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

Hefferan's teachers vary instruction to meet the diverse educational needs of our students. They develop cross curricular lessons to allow students to access instructional material at their level in an effort to extend their understanding.

This is evidenced through the following:

Teachers at Hefferan ensure that their classrooms exemplify Best Practice Techniques and model their lesson plans after the Common Core State Standards (CCSS). They provide students with the materials necessary to meet the ideology of their lesson plan. For instance, most students have iPads and Chromebooks, to allow them to research and apply learning concepts to the world around them. Teachers utilize classroom management strategies, through the CHAMPs Program, so that all students are focused and engaged in their work. The overall behavioral expectation is to Be Responsible, Respectful, and Safe. These policies are on display. Teachers and administrators reinforce the policy with the students throughout the day. As a result, the students are calm and ready for the instruction.

Instruction for literacy is provided with the five blocks of literacy in mind: vocabulary, phonics, phonemic awareness, fluency, and comprehension. (Teachers consult with the Literacy Specialist to develop their reading block). The teacher incorporate explicit vocabulary instruction based upon the Vocabulary Workshop Curriculum, intensive skill practice for comprehension support, guided reading group instruction, and small group workstations (students engage in fluency practice, skill practice, comprehension, phonics, and phonemic awareness).

Additionally, students are grouped in flexible groups that are manipulated throughout the course of the school year. Teacher explains the grade level goals addressed within the course. Goals are posted within the classroom and the lesson plan. Teacher reiterates the goals on a regular basis. This allows students to monitor their growth and development within the core subjects. Students collaborate many times throughout the course of the lesson and daily to complete project-based rigorous tasks that aid in comprehension and the mastery of Common Core State Standards. These rigorous tasks are at the heart of the lesson planning based upon Bloom's Taxonomy that align perfectly with our STEM habits of mind.

The teacher consistently observes the students. She/he circulates throughout the class making sure that the students are participating in the activities and assignments.

Teachers at Hefferan engage students in a balanced curriculum, based solely upon how our students learn and develop. We optimize our strategies to provide students with specific instruction targeting their specific needs. Students work in homogenous groupings and heterogeneous groups as appropriate to build upon their current knowledge to make connections and hone new learnings.

Students are also engaged with active learning. They study ideas and solve real life problems with all subject matters. Students develop arguments and use these arguments to justify their thought and perspectives. This learning allows them to work collaboratively together developing, integrating, and manipulating the information obtained from their lessons for real-world application.

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

Balanced Assessment & Grading:

Score

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

1 2 **3** 4

Hefferan's employs a balanced assessment & grading system that uses multiple measures to produce actionable data that is in turn used to drive planning for instruction, academic supports, and resource allocation.

Hefferan's balanced assessment and grading system is evidenced by the following:

Teachers provide weekly assessments with their lesson plans. Various formats are used including teacher created as well as assessments generated using the CIM feature in IMPACT

Accommodations and modifications are taken into account when creating and administering assessments thereby making them accessible to students.

TRC and Dibels testing is used to diagnose and progress monitor students to identify specific areas of need and monitor improvement.

Hefferan teachers employ the standard CPS grading system to clearly, accurately, and fairly communicate the learning progress and achievement of our students to all stakeholders.

Hefferan utilizes the GradeBook system, with specific quantity requirements, to paint a picture of a student progress towards college and career readiness.

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
Measures	✓ SGRP Attainment and Growth
	✓ Ambitious Instruction
Five Essentials	Curriculum & 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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. 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

Hefferan provides supports daily for students of all tier levels that include social emotional learning as well as academically.

Hefferan's MTSS Systems of Support are evidenced by the following:

MTSS is employed for students that require additional related services. Collaborations among the Diverse Learning team and plan and monitor targeted students of varied degrees of intensity who require differentiated lesson planning strategies in order to be successful.

Students are monitored for intensive instruction/ interventions.

Students are involved in the Problem solving process for instruction/interventions.

Students are evaluated for appropriateness of interventions and progress level or lack of progress.

Team will determine appropriate interventions for students to monitor progress and track data for student response to intervention.

Progress monitoring data.

Specific interventions in use.

Teacher team protocols utilized.

Personal learning plans for each student. Review data every 5 weeks. Use multiple measures, reports and documentation of student progress.

Integrated data system that informs instructional choices.

Flexible learning environments.

Use of competency based assessments.

Use of personalized learning rubric.

Evidence of ON TRACK monitoring and supports.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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

Hefferan staff promotes a school-wide belief that all of our students can learn at the highest levels when provided with a challenging yet supportive environment that encourages students to employ problem solving techniques and to persevere despite challenges.

Hefferan's culture for learning is evidenced through the following:

Lexile levels are shared with the students so they can meet or exceed their goal
 Grading, Retesting, and provides meaningful feedback in a timely manner
 Network and School-wide goals which is 70%
 NWEA goals signed by the teachers and parents
 PARCC test given to student results send home to inform the parents of the student progress
 Staff members reinforce school expectations for all students to aspire to college and career-ready standards.
 The school community sets ambitious learning goals for all students. We had a Saturday College Bound program for grades 3-8.
 Students have opportunities to participate in the academic after-school program, Family Focus before and after-school program, Junior Achievement, extracurricular programs and Student Council.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ 3QRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ 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

Hefferan School is characterized by high levels of relational trust between all school participants including interactions between teachers and students.

Relational trust at Hefferan is evidenced through the following:

Hefferan achieved a "well organized" rating of the My voice, my school survey.

There is evidence of a family and the business of education atmosphere. School staff believe it's their business to increase achievement and enhance development of all students.

The school leadership team maintains a focus on goals and results.

School staff provides occasional opportunities for families and community to participate in authentic and engaging activities in the school community--like student performances for primary students, Black History Olympiad, and Awards Assemblies.

Social Emotional Learning develops a supportive and restorative learning climate that fosters positive relationships and promote students' social and emotional skill development.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

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

Hefferan provides a wide range of extracurricular activities, rigorous courses and programming that when combined increases student engagement in learning and their investment and involvement in the school.

Hefferans student voice, engagement and civic life can be evidenced by the following:

Afterschool enrichment

Saturday College Bound program for grades 3-8

Fuel up to play 60

Intramural Sports

Student led announcement

Student Council

Chicago Youth Program

Morning recess

Junior Achievement

Junior Coaches

School provides outreach to families in need of specialized support through Home Hospital, Family Focus, Wes Health and Communities in Schools. Students participated in a self-esteem workshop through Restorative Justice, friendship presentation and field trips to museums with support from Communities in Schools

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	<ul style="list-style-type: none"> MVMS Student Survey completion rates and results Artifact from student-run organizations and events (including SVCs) Meeting minutes/agendas that include student participation Feedback regarding student engagement in decision making Service learning reports and/or reflections of SL projects Link and curriculum maps, rubric, assessment artifact Evidence of student work Democracy School recognition
Measures	<ul style="list-style-type: none"> Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. 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

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

Hefferan's school staff works actively to maintain a learning environment daily in which our students feel safe both physically and emotionally.

Hefferan's safety and order can be evidenced by the following:

- Calm Classroom Exercises are performed in the morning and afternoon.
- Daily Character Building Trait Announcement in the morning.
- Second Step SEL curriculum implemented daily
- Discipline violations and positive behavior supports are handled differently amongst classroom teachers.
- School-wide positive behavior reward program was implemented partially.
- Staff establishes and maintains a safe, welcoming school environment by building relationships with students/parents.

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Five Essentials – Supportive Environment score My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1 2 3 4

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

Hefferan school implements policies and procedures that reinforce positive behaviors and emphasizes students make responsible decisions and that they employ the social emotional skills they learned through Hefferan's SEL curriculum

Hefferan's restorative approached to discipline are evidenced by:

Social Emotional Learning- Developing supportive and restorative learning climates that foster positive relationships and promote students' social and emotional skill development. We attempt to ensure all students' social, emotional, and behavioral needs are met so that they can succeed in school, college, career and life.

Restorative Justice- Is and attempt to allow students to repair the damage that their behavior has caused. We attempt to bring the parties affected together to work out a resolution. The overall goal is that this practice will lead to a better approach to resolving conflict and a more positive school climate overall.

Second Step- Addresses the following areas Skills for Learning, Empathy, Emotion Management and Problem Solving.

Check In- Check Out- The goal is to create a positive school environment overall by working with students who struggle with behavior issues on a 1:1 basis. These students are paired with a mentor that will hold them accountable when they are not meeting the school's expectation that students will be safe, respectful and responsible while in school. They will also provide encouragement when the students do meet these expectations.

Group Counseling- The counselor will meet with students who may be experiencing similar challenges such as grief, anger, low self-esteem etc.

1:1 Counseling- The counselor will meet with students to provide 1:1 support and address any issue that the student may be experiencing.

Discipline violations and positive behavior supports are handled differently amongst classroom teachers.

Classroom expectations and guidelines are posted but inconsistently enforced in a few classrooms.

School-wide positive behavior reward program was implemented partially. Non-monetary rewards are needed.

Staff establishes and maintains a safe, welcoming school environment by building relationships with students/parents.

Students participated in a self-esteem workshop through Restorative Justice, friendship presentation and field trips to museums with support from Communities in Schools.

School counselor and office personnel provide information to families regarding school choices.

UCANN is a Social Service Agency that supports students who require social services both within the school and in the community.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - 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)
Measures	✓ 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.

Score

1 2 **3** 4

Hefferan develops strong parent partnerships with high levels of two-way communication between families and the school that includes family 's concerns being voiced and addressed.

Hefferans parent partnerships can be evidenced by the following:

Teachers engage in on-going two-way communication with families so they know how their child is doing relative to grade-level expectations and how families can support learning at home. Some teachers communicate with families to learn child's strengths and needs.

Teachers communicate with parents via call logs for attendance, and regarding classwork, behavior, grades and progress towards academic goals.

Principal provides clear information for families on school performance during annual Open House, parent meetings, one-on -one conversation and through newsletters.

Teachers provide information to parents on the grading system and inform parents of student's progress towards grade level proficiency. Teachers also send progress reports and grade sheets home as needed.

School counselor and office personnel provide information to families regarding school choices.

School invites parents to participate in school sponsored functions such as reading and career night.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Brain agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework:	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engage Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

- 4 Culture of & Structure for Continuous Improvement: Professional Learning
- 4 Expectations for depth & breadth of Student Learning: Instructional Materials
- 4 Expectations for Quality & Character of School Life: Culture for Learning

1	2	3	4	5	⊗
1	2	3	4	5	⊗
1	2	3	4	5	⊗

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					
Maintain Previous Range within 5%	54.00	99.00	99.00	99.00	99.00
National School Growth Percentile - Math					
Maintain Previous Range within 5% - 10%	19.00	93.00	94.00	95.00	96.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Improve Previous Range by at least 10% - 15%	49.10	65.50	70.00	75.00	80.00
African-American Growth Percentile - Reading					
Maintain Previous Range within 5%	48.00	99.00	99.00	99.00	99.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					
Maintain Previous Range within 5%	17.00	93.00	94.00	95.00	96.00
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
Maintain Previous Range within 5%	48.00	95.00	96.00	97.00	98.00
National School Attainment Percentile - Reading (Grades 3-8)					

Maintain Previous Range within 5%	94.00	97.00	98.00	99.00	99.50
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National School Attainment Percentile - Math (Grades 3-8)

Maintain Previous Range within 5% - 10%	86.00	88.00	90.00	92.00	94.00
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National School Attainment Percentile - Reading (Grade 2)

Improve Previous Range by at least 10% - 20%	84.00	67.00	70.00	75.00	80.00
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National School Attainment Percentile - Math (Grade 2)

Improve Previous Range by at least 10% - 15%	89.00	80.00	85.00	88.00	90.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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Average Daily Attendance Rate

District Goal Set for 96.0%	95.30	94.50	96.00	96.00	96.00
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My Voice, My School 5 Essentials Survey

Our goal is to be Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Create and implement a system that allows for and ensures the academic and Social Emotional support of all students.

Flexible learning environments that allow students to be supported at every level (Tiers 1, 2, & 3) with both academic and Social Emotional Learning Supports

All students in all classrooms receiving the support necessary to ensure student's academic and individual growth and college and career readiness as well as increased Growth on NWEA/PARCC assessments.

Tags:

MTSS, Student Health & Wellness, Parental involvement, Social emotional learning, Community involvement

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

We will meet the NASPE recommended instructional minutes for Physical Education which is currently 150 minutes/week for all grade levels.

Administration, Teachers, Counselor, Physical Education Teacher

Sep 4, 2018 to Jun 23, 2020

Not started

Physical education, Physical activity

We would like to increase the amount of students who participate in the breakfast program. We notice that many middle-school students do not participate in the breakfast program.

Administration, Teachers, Lunchroom Manager

Sep 4, 2018 to Jun 23, 2020

Not started

Meals, Food and beverage

<p>We would like increased promotion of health and safety of students and families through classroom activities, provided by school partners, nurse, physical education teacher, counselors and classroom teachers. Topics should include but not be limited to tobacco, alcohol, and drug use; violence, suicide, injuries, chronic health conditions, STI's, unintentional pregnancies, etc.</p>	<p>Administration, Case Manager, Counselor, Nurse, Support Services Personnel, Physical Education Teacher, Classroom Teachers</p>	<p>Sep 4, 2018 to Jun 23, 2020</p>	<p>Not started</p>
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Counseling, Health services, Psychological services

<p>We would like increased input from families and community stakeholders in decision making around health and wellness areas, programs, initiatives, etc., as outlined in the Healthy Schools Program for Best Practices.</p>	<p>Administration, Case Manager, Counselor, Nurse, Support Services Personnel, STEM Coach</p>	<p>Sep 4, 2018 to Jun 23, 2020</p>	<p>Not started</p>
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Family and Community Engagement

<p>The Physical Education Program will integrate the components of the Fitnessgram Program. This includes implementation of fitness education, fitness assessment, and recognition of students.</p>	<p>Administration, Physical Education Teachers</p>	<p>Sep 4, 2018 to Jun 23, 2020</p>	<p>Not started</p>
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Physical education, Physical activity

<p>The school would like to sponsor more in-school, intramural programs and/or physical activity clubs.</p>	<p>Administration, Physical Education Teacher, Teachers</p>	<p>Sep 4, 2018 to Jun 23, 2020</p>	<p>Not started</p>
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Physical activity

Strategy 2

If we do...

If we build teacher's knowledge of the development, implementation and refinement of instructional practices aligned to CCSS and NGSS State Standards. This provides teachers with the differentiated instructional strategies necessary to ensure student's individual and academic growth.

...then we see...

Highly qualified teachers using their finely honed skills to deliver lessons that challenge student's thinking, use questioning and discussion techniques that encourage student engagement, and use data to make informed decisions that impact instruction.

...which leads to...

Increased attainment percentile scores on the NWEA for students in 3rd through 8th grade. Reading and Math attainment percent to be over 90%.

Tags:

Literacy/Reading, Math, Science, Instruction, Stem

Area(s) of focus:

1

Action step

Utilize formal and informal assessment data to drive instruction. The formal assessments are PARCC, NWEA, and Dibels; the informal assessments are five-week unit assessments as well as weekly and daily assessments (teacher created.)

Responsible

Administrator/Teachers

Timeframe

Sep 4, 2018 to Jun 23, 2020

Status

Not started

Literacy/Reading, Math, Science, Instruction

Teachers will develop meaningful units and projects across all grade levels and content that are aligned to CCSS.

Administrator/Teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Literacy/Reading, Math, Science, Instruction, Stem

Provide daily phonemic/phonics instruction for primary students. Additionally, primary teachers will continue to use the curriculum resources that will guide both math and reading groups as well as provide for impactful instructional supports.

Teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Literacy/Reading, Math, Instruction

With the support of the school's ILT, our teachers and administrators will identify and create intervention plans for struggling readers. We will provide remediation through using the Balance Literacy approach as well as learning continuum analysis, additional practice, pull out programs, after school support and computer based, adaptive programs.

Administration/
Teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Literacy/Reading, Instruction, Balanced literacy

Provide lessons that use problem-solving in context to promote understanding of mathematical CCSS state standards. The lessons should align with and integrate the Math, Science and Engineering Practices and serve as guideposts for learning.

Administration/Teachers/
Specialists

Sep 4, 2018 to Jun 23, 2020

Not started

Math, Specialized Academic Programs - STEM, Instruction, Instructional practices

Accountability expectations align with critical components and goals for high-quality STEM education.

Administration/Teachers/
STEM Specialists

Sep 4, 2018 to Jun 23, 2020

Not started

Math, Science, Specialized Academic Programs - STEM, Instruction, Instructional practices

Inquiry-based, hands-on learning incorporated into daily instruction; students participate in experimental learning to explore and connect skills across content areas.

Administrators/Teachers/
Specialist

Sep 4, 2018 to Jun 23, 2020

Not started

Math, Science, Specialized Academic Programs - STEM, Instruction, Instructional practices, Inquiry based learning

Teachers will develop meaningful units and projects that engage students in solving problems and promote critical thinking and creativity. These units and projects will require understanding from multiple disciplines as well as an integration of skills that apply across the content areas. (minimum 1 project per semester)

Administrators/Teachers/
Specialists

Sep 4, 2018 to Jun 23, 2020

Not started

Literacy/Reading, Math, Science, Specialized Academic Programs - STEM, Instruction, Instructional practices, Transdisciplinary, Diverse learner

Use authentic/performance-based assessments to gauge learning and mastery (with use of rubrics). All students should be engaged in rigorous instructional tasks.

Teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Math, Science, Specialized Academic Programs - STEM, Instruction

Continue to identify and create activities that will prepare students for college and careers. The Administration, Counselor, and teaching staff will provide high-school and college/career readiness sessions for all middle-grade students and their parents. Other activities include, but are not limited to, college campus visits, college and career fairs held at the school (with a STEAM focus), high-school fair attendance (off campus), cooperative-learning activities utilizing Kagan strategies, College and Career Readiness Program (emphasis on primary-middle grades), working on inquiry-based units and projects, as well as working on Engineering and Design projects in the classrooms and in the Innovation Lab.

Administration/STEM
Specialists/Counseling
Team/Teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Math, Science, Specialized Academic Programs - STEM, College Access and Persistence, Instruction, Instructional practices, Enrichment career

Encourage alternative-solution strategies, proof and justification, and challenge ideas to promote understanding while employing all of the Science and Engineering Practices as well as Math Standards and Practices.	Teachers/STEM Specialists	Sep 4, 2018 to Jun 23, 2020	Not started
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Math, Science, Specialized Academic Programs - STEM, Instruction, Science instruction

Provide evidence of understanding, through analyzing student work and assessments. Use evidence to differentiate work to provide all students with rigorous instruction.	Administration/ Teachers/STEM Specialists	Sep 4, 2018 to Jun 23, 2020	Not started
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Math, Science, Instruction, Instructional practices, Stem

Utilize formal and informal assessments to drive instruction. The formal assessments are PARCC, NWEA, and M-Class; the informal assessments are five-week unit assessments as well as weekly and daily assessments. (teacher created)	Administration/ Teachers/STEM Specialists	Sep 4, 2018 to Jun 23, 2020	Not started
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Math, Science, Instruction, Instructional practices, Stem

Plan for and provide science instruction on a daily basis.	Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
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Science, Instruction, Instructional practices

Use effective questioning techniques to develop higher-level understanding. Teachers should use Bloom's Taxonomy, HOTS, Depth of Knowledge, Fountas & Pinnell Prompting Guide and a Balanced Literacy Approach to enhance their questioning techniques.	Administration/STEM Specialists, Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
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Diverse Learners, Instruction, Instructional practices

Provide daily opportunities to educate students/parents/ community about our STEAM vision. This includes expectations and continued work with external partners to provide parental engagement opportunities, teamwork (while employing Kagan strategies), and applied/project-based learning.	Administration/STEM Specialists, Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
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Specialized Academic Programs - STEM, Parental involvement, Community events

Translate school values into specific behaviors and language to support STEAM learning and habits of mind.	Administration/STEM Specialists, Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
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Specialized Academic Programs - STEM

Students will participate in robotics competitions (such as First Lego League), future-city competitions, math competitions, school, network, and district science fairs, Invention Convention, as well as any other competition that supports our vision as a STEAM School.	Administration/STEM Specialists, Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
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Specialized Academic Programs - STEM

School-wide use of Kagan cooperative grouping strategies to enhance collaboration, teaching and learning.	Administration/STEM Specialists, Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
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Instruction, Instructional practices, Cooperative learning, Growth mindset

Teachers will teach using a variety of methods including field trips to extend learning. They will use multi-media to support instruction when hands-on is not possible. Teachers should be using STEMScopes to enhance science instruction as well as other websites, videos and documentaries to fully transition to NGSS standards. During the 2018-2019 school year, a new science curriculum will be implemented throughout the building as directed by CPS.

Administration/STEM Specialists, Teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Specialized Academic Programs - STEM, Differentiated instruction, Technology stem, 21st century skills, Ngss, Best practice, Science instruction, Authentic tasks, Approaches to teaching and learning, Excellence

Teachers will employ the components of Balanced Literacy with fidelity. They will support students with the "I Do," "We Do," and "You Do," gradual-release approach to instruction. Teachers will establish guided-reading groups which shall be flexible as the students' needs change. There will be evident, strong, rigorous instruction in phonics, vocabulary, comprehension, and writing.

Administration, Teachers, Coaches

Sep 4, 2018 to Jun 23, 2020

Not started

Instruction, Literacy, Balanced literacy, Guided reading, Reading strategies, Vocabulary, Writing curriculum

Strategy 3

If we do...

Create a continuous improvement cycle focused on increasing student achievement through the use of cognitively challenging tasks that reflect the key shifts in literacy and mathematics.

...then we see...

Structures in place that allow for the regular and frequent examination of student work to assess rigor levels of tasks and assignments. Students engaged in rigorous tasks across grade levels in all content areas.

...which leads to...

Over 90% of teachers scoring proficient or distinguished on REACH evaluations in domains 1a, and 3c. Teachers in the 3rd-8th grades will continue to achieve over 90% growth and attainment on the NWEA MAP test.

Tags:
Rigorous tasks, Student achievement

Area(s) of focus:
2

Action step

Utilize Professional Learning Communities to support adult learning and student achievement.

Responsible

Administration/Teachers

Timeframe

Sep 4, 2018 to Jun 23, 2020

Status

Not started

Academic expectations, Teacher teams, Collaboration

Teachers will develop meaningful units and projects that engage students in solving problems that require understanding from multiple disciplines and integrates skills that apply across the content areas.

Administration, Teachers, Project-based learning (inquiry)

Sep 4, 2018 to Jun 23, 2020

Not started

Literacy/Reading, Science, Diverse Learners, Specialized Academic Programs - STEM, Project-based learning, Instruction, Instructional practices, Transdisciplinary, Math,

With the support of our STEM Specialists, students will engage in inquiry-based, hands-on learning incorporated into daily instruction; students will participate in experimental learning to explore and connect skills across content areas.

Administration, Teachers, STEM Specialists

Sep 4, 2018 to Jun 23, 2020

Not started

Instruction, Inquiry-based learning

All students are exposed to lessons that increase their vocabulary. Teachers provide scaffolded lessons to support and increase acquisition of vocabulary as a component of Balanced Literacy. In primary, we focus on sight words (ASWD) and informational texts. In 3rd-8th, we supplement literacy instruction with Vocabulary Workshop, Adaptive, computer-based programs, and NWEA Learning Continuum vocabulary words.

Administration, Teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Assessment, Instruction, Vocabulary

Explicit teaching of comprehension strategies that align with CCSS. Ensure that resource materials and books align to strategies and also implement Balanced Literacy strategies and graphic organizers to enhance instruction.	Administration, Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
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Literacy/Reading, Instructional strategy, Common core state standards

Teachers and students in Pre-k – 2 will benefit from on-line instructional tools and programs on a daily basis. Students will use Compass Learning in conjunction with other skill-based technology. Teachers and students in grades 3rd-8th will benefit from online instructional tools and programs on a daily basis. They will utilize their technology (including IPADS) to differentiate instruction. Achieve 3000 (E Science) , STEMScopes, and Study Island and Raz Kids provide differentiated support in literacy, math, and science skills and are aligned to CCCS and NGSS. Other on-line tools include IXL, Think-Through Math, and Kahn Academy.	Administration, Teachers	Sep 4, 2018 to Jun 24, 2020	Not started
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Literacy/Reading, Math, Science, Technology, Instruction, Differentiated instruction, Common core state standards

Teachers will teach using a variety of methods including field trips to extend learning. They will use multi-media to support instruction when hands-on is not possible. Teachers should be using STEMScopes to enhance science instruction as well as other websites, videos and documentaries to fully transition to NGSS standards. During the 2018-2019 school year, a new science curriculum will be implemented throughout the building as directed by CPS.	Teachers, STEM Specialists, Administration	Sep 4, 2018 to Jun 24, 2020	Not started
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Instructional practices, Cooperative learning, Ngss

Strategy 4

If we do...

Create a solid culture and structure for continuous improvement within our school....

...then we see...

a shared vision for success and a plan to align our school practices, priorities, and resources to elevate that vision....

...which leads to...

high expectations and performance of all staff members and students. This also leads to developing/refining talented and empowered teachers who become leaders in the school and in the district.

Tags:

Teacher capacity, Allocations of funds for purchasing materials for instruction and professional development, Teacher collaboration, High expectations, Expectations for depth and breadth of quality teaching, Analysis of data, Teacher agency, Leadership alignment to school mission and vision, Action planning, Adult learners, Instrucional leadership team

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
The ILT (Instructional Leadership Team) will meet bi-monthly to assess implementation of CIWP goals including those around creating a culture for continuous improvement.	Administration, ILT members	Sep 4, 2018 to Jun 19, 2020	On-Track

Professional development, Plc, Teacher leaders, Instrucional leadership team

Teacher leaders will attend the CPS Summits throughout the school year and then lead professional development at the school to relay what they have learned.	Administration, teacher leaders, plc team members	Sep 4, 2018 to Jun 23, 2020	On-Track
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Professional development, Plc, Teacher leaders, Cps summits

We will use some of our 1/2-hour flex time as teacher-led professional development time.

Administration, teachers, staff

Sep 4, 2018 to Jun 23, 2020

Not started

Teacher leadership, High quality instruction/professional development, Teacher collaboration, Professional learning communities

Teachers will be encouraged to choose professional learning activities that will further their STE'A'M capacity. Some of the professional development will be offered by the STEM specialists and some will be self-selected. Teachers will be encouraged to attain a minimum of 30 hours of professional learning within the school year, which would include attendance at STEM Summits, District and school-sponsored professional development, continuing education programs and classes offered by outside vendors, etc.

Administration, STEM Specialists, teachers

Sep 4, 2018 to Jun 23, 2020

Not started

Teacher capacity, Professional learning communities, Stem literacy and learning, Content-area professional development

Action Plan

Strategy 1

NOT STARTED

We will meet the NASPE recommended instructional minutes for Physical Education which is currently 150 minutes/week for all grade levels."

Sep 04, 2018 to Jun 23, 2020 - Administration, Teachers, Counselor, Physical Education Teacher

Status history

May 25

NOT STARTED

May 25, 2018
Evidence

Schedules and "deep dive" information that supports 150 minutes of physical education instruction per week.

NOT STARTED

We would like to increase the amount of students who participate in the breakfast program. We notice that many middle-school students do not participate in the breakfast program."

Sep 04, 2018 to Jun 23, 2020 - Administration, Teachers, Lunchroom Manager

Status history

May 25

NOT STARTED

May 25, 2018
Evidence

We will see an increase in the number of breakfasts being consumed.

NOT STARTED

We would like increased promotion of health and safety of students and families through classroom activities, provided by school partners, nurse, physical education teacher, counselors and classroom teachers. Topics should include but not be limited to tobacco, alcohol, and drug use; violence, suicide, injuries, chronic health conditions, STI's, unintentional pregnancies, etc."

Sep 04, 2018 to Jun 23, 2020 - Administration, Case Manager, Counselor, Nurse, Support Services Personnel, Physical Education Teacher, Classroom Teachers

Status history

May 25

NOT STARTED

May 25, 2018

Evidence

Lesson and Unit Plans, Projects promoting healthy behaviors, work displayed throughout the school, etc.

NOT STARTED

We would like increased input from families and community stakeholders in decision making around health and wellness areas, programs, initiatives, etc., as outlined in the Healthy Schools Program for Best Practices."

Sep 04, 2018 to Jun 23, 2020 - Administration, Case Manager, Counselor, Nurse, Support Services Personnel, STEM Coach

Status history



NOT STARTED

May 25, 2018

Evidence

Community meetings to be held in addition to our Wellness Team Meetings, surveys administered for educational opportunities and possible topics to highlight, participation in the annual Health Fair.

NOT STARTED

The Physical Education Program will integrate the components of the Fitnessgram Program. This includes implementation of fitness education, fitness assessment, and recognition of students."

Sep 04, 2018 to Jun 23, 2020 - Administration, Physical Education Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Lesson Plans highlighting the program, results from the fitness assessment and recognition of student success in assembly or on bulletin board.

NOT STARTED

The school would like to sponsor more in-school, intramural programs and/or physical activity clubs."

Sep 04, 2018 to Jun 23, 2020 - Administration, Physical Education Teacher, Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

List of clubs and programs offered at school; time line, etc.

Strategy 2

NOT STARTED

Utilize formal and informal assessment data to drive instruction. The formal assessments are PARCC, NWEA, and Dibels; the informal assessments are five-week unit assessments as well as weekly and daily assessments (teacher created.)"

Sep 04, 2018 to Jun 23, 2020 - Administrator/Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Weekly test results, instructional plans, flexible grouping charts based on assessment data.

NOT STARTED

Teachers will develop meaningful units and projects across all grade levels and content that are aligned to CCSS."

Sep 04, 2018 to Jun 23, 2020 - Administrator/Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Completed five week unit plans. Weekly instructional plans derived from the unit plans

NOT STARTED

Provide daily phonemic/phonics instruction for primary students. Additionally, primary teachers will continue to use the curriculum resources that will guide both math and reading groups as well as provide for impactful instructional supports."

Sep 04, 2018 to Jun 23, 2020 - Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Weekly Lesson plans, (teachers to use Heggerty, Sing-Spell-Read Write, Engage NY, Ready Common Core, What Now? Reading Street , My Perspectives, & Phonics Book, etc.)

NOT STARTED

With the support of the school's ILT, our teachers and administrators will identify and create intervention plans for struggling readers. We will provide remediation through using the Balance Literacy approach as well as learning continuum analysis, additional practice, pull out programs, after school support and computer based, adaptive programs."

Sep 04, 2018 to Jun 23, 2020 - Administration/ Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Weekly lesson plans. Dibels data, M-Class data, Unit Assessments, Learning Continuum data (evidence of RIT-band instruction)

NOT STARTED

Provide lessons that use problem-solving in context to promote understanding of mathematical CCSS state standards. The lessons should align with and integrate the Math, Science and Engineering Practices and serve as guideposts for learning."

Sep 04, 2018 to Jun 23, 2020 - Administration/Teachers/STEM Specialists

Status history



NOT STARTED

May 25, 2018

Evidence

Unit/Weekly, instructional plans, evidence of math talks, and student portfolio artifacts.

NOT STARTED

Accountability expectations align with critical components and goals for high-quality STEM education."

Sep 04, 2018 to Jun 23, 2020 - Administration/Teachers/ STEM Specialists

Status history



NOT STARTED

May 25, 2018

Evidence

Unit/weekly instructional plans, project and assessment artifacts, adherence to and implementation of the STEM Standards for Success/Rubric

NOT STARTED

Inquiry-based, hands-on learning incorporated into daily instruction; students participate in experimental learning to explore and connect skills across content areas."

Sep 04, 2018 to Jun 23, 2020 - Administrators/Teachers/STEM Specialist

Status history



NOT STARTED

May 25, 2018

Evidence

Unit/Weekly instructional plans - Actual projects and artifacts.

NOT STARTED

Teachers will develop meaningful units and projects that engage students in solving problems and promote critical thinking and creativity. These units and projects will require understanding from multiple disciplines as well as an integration of skills that apply across the content areas. (minimum 1 project per semester)"

Sep 04, 2018 to Jun 23, 2020 - Administrators/Teachers/STEM Specialists

Status history



NOT STARTED

May 25, 2018

Evidence

Unit/Weekly instructional plans - Actual projects and artifacts.

NOT STARTED

Use authentic/performance-based assessments to gauge learning and mastery (with use of rubrics). All students should be engaged in rigorous instructional tasks."

Sep 04, 2018 to Jun 23, 2020 - Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Unit/weekly instructional plans, assessments, rubrics, analysis of student work.

NOT STARTED

Continue to identify and create activities that will prepare students for college and careers. The Administration, Counselor, and teaching staff will provide high-school and college/career readiness sessions for all middle-grade students and their parents. Other activities include, but are not limited to, college campus visits, college and career fairs held at the school (with a STEAM focus), high-school fair attendance (off campus), cooperative-learning activities utilizing Kagan strategies, College and Career Readiness Program (emphasis on primary-middle grades), working on inquiry-based units and projects, as well as working on Engineering and Design projects in the classrooms and in the Innovation Lab."

Sep 04, 2018 to Jun 23, 2020 - Administration/STEM Specialists/Counseling Team/Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

College/high school trips, career fairs, reports, projects, student research.

NOT STARTED

Encourage alternative-solution strategies, proof and justification, and challenge ideas to promote understanding while employing all of the Science and Engineering Practices as well as Math Standards and Practices."

Sep 04, 2018 to Jun 23, 2020 - Teachers/STEM Specialists

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Unit/weekly instructional plans - Student work.

NOT STARTED

Provide evidence of understanding, through analyzing student work and assessments. Use evidence to differentiate work to provide all students with rigorous instruction."

Sep 04, 2018 to Jun 23, 2020 - Administration/ Teachers/STEM Specialists

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Unit/weekly instructional plans - Students working in flexible/differentiated groups

NOT STARTED

Utilize formal and informal assessments to drive instruction. The formal assessments are PARCC, NWEA, and M-Class; the informal assessments are five-week unit assessments as well as weekly and daily assessments. (teacher created)"

Sep 04, 2018 to Jun 23, 2020 - Administration/ Teachers/STEM Specialists

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Unit/weekly instructional plans - Actual tests and results.

NOT STARTED

Plan for and provide science instruction on a daily basis."

Sep 04, 2018 to Jun 23, 2020 - Teachers

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Unit/weekly instructional plans - Student work.

NOT STARTED

Use effective questioning techniques to develop higher-level understanding. Teachers should use Bloom's Taxonomy, HOTS, Depth of Knowledge, Fountas & Pinnell Prompting Guide and a Balanced Literacy Approach to enhance their questioning techniques."

Sep 04, 2018 to Jun 23, 2020 - Administration/STEM Specialists, Teachers

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Unit/weekly instructional plans, formal and informal assessments, student work and portfolios.

NOT STARTED

Provide daily opportunities to educate students/parents/ community about our STEAM vision. This includes expectations and continued work with external partners to provide parental engagement opportunities, teamwork (while employing Kagan strategies), and applied/project-based learning."

Sep 04, 2018 to Jun 23, 2020 - Administration/STEM Specialists, Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

STEM Rating, Year-in-review project, school website, school's presence on social media, newsletters, flyers for events, open houses, community engagement events.

NOT STARTED

Translate school values into specific behaviors and language to support STEAM learning and habits of mind."

Sep 04, 2018 to Jun 23, 2020 - Administration/STEM Specialists, Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Living our STEAM vision on a daily basis. This includes displays throughout the school "Screaming our Theme!" Also, all stakeholders able to articulate the habits of mind and what makes us a STEAM school.

NOT STARTED

Students will participate in robotics competitions (such as First Lego League), future-city competitions, math competitions, school, network, and district science fairs, Invention Convention, as well as any other competition that supports our vision as a STEAM School."

Sep 04, 2018 to Jun 23, 2020 - Administration/STEM Specialists, Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Participation acknowledgments, awards, pictures, projects and other artifacts.

NOT STARTED

School-wide use of Kagan cooperative grouping strategies to enhance collaboration, teaching and learning."

Sep 04, 2018 to Jun 23, 2020 - Administration/STEM Specialists, Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Students and faculty using Kagan language; cooperative strategies evident, cooperative groups evident and show flexibility.

NOT STARTED

Teachers will teach using a variety of methods including field trips to extend learning. They will use multi-media to support instruction when hands-on is not possible. Teachers should be using STEMscopes to enhance science instruction as well as other websites, videos and documentaries to fully transition to

NGSS standards. During the 2018-2019 school year, a new science curriculum will be implemented throughout the building as directed by CPS."

Sep 04, 2018 to Jun 23, 2020 - Administration/STEM Specialists, Teachers

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Evidence/work from field trips, Projects, experiments, designs, reports, presentations, pictures and/or videos, student work.

NOT STARTED

Teachers will employ the components of Balanced Literacy with fidelity. They will support students with the "I Do," "We Do," and "You Do," gradual-release approach to instruction. Teachers will establish guided-reading groups which shall be flexible as the students' needs change. There will be evident, strong, rigorous instruction in phonics, vocabulary, comprehension, and writing."

Sep 04, 2018 to Jun 23, 2020 - Administration, Teachers, Coaches

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Teacher lesson plans, unit plans, balanced literacy schedule, student work (with rubric)

Strategy 3

NOT STARTED

Utilize Professional Learning Communities to support adult learning and student achievement."

Sep 04, 2018 to Jun 23, 2020 - Administration/Teachers

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Weekly PLC meetings/notes, special-topic plc/STEM meetings.

NOT STARTED

Teachers will develop meaningful units and projects that engage students in solving problems that require understanding from multiple disciplines and integrates skills that apply across the content areas."

Sep 04, 2018 to Jun 23, 2020 - Administration, Teachers, Project-based learning (inquiry)

Status history



May 25

NOT STARTED

May 25, 2018

Evidence

Student work, presentations, artifacts

NOT STARTED

With the support of our STEM Specialists, students will engage in inquiry-based, hands-on learning incorporated into daily instruction; students will participate in experimental learning to explore and connect skills across content areas."

Sep 04, 2018 to Jun 23, 2020 - Administration, Teachers, STEM Specialists

Status history



May 25

NOT STARTED May 25, 2018
Evidence
Unit and lesson plans, Student work, presentations, artifacts

NOT STARTED
All students are exposed to lessons that increase their vocabulary. Teachers provide scaffolded lessons to support and increase acquisition of vocabulary as a component of Balanced Literacy. In primary, we focus on sight words (ASWD) and informational texts. In 3rd-8th, we supplement literacy instruction with Vocabulary Workshop, Adaptive, computer-based programs, and NWEA Learning Continuum vocabulary words."

Sep 04, 2018 to Jun 23, 2020 - Administration, Teachers

Status history



NOT STARTED May 25, 2018
Evidence
Student work, presentations, informal and formal test scores, assessment portfolios, artifacts

NOT STARTED
Explicit teaching of comprehension strategies that align with CCSS. Ensure that resource materials and books align to strategies and also implement Balanced Literacy strategies and graphic organizers to enhance instruction."

Sep 04, 2018 to Jun 23, 2020 - Administration, Teachers

Status history



NOT STARTED May 25, 2018
Evidence
Student work with rubric, assessment portfolios, work on adaptive, computer-based programs such as Achieve 3000

NOT STARTED
Teachers and students in Pre-k – 2 will benefit from on-line instructional tools and programs on a daily basis. Students will use Compass Learning in conjunction with other skill-based technology. Teachers and students in grades 3rd-8th will benefit from online instructional tools and programs on a daily basis. They will utilize their technology (including IPADS) to differentiate instruction. Achieve 3000 (E Science) , STEMScopes, and Study Island and Raz Kids provide differentiated support in literacy, math, and science skills and are aligned to CCCS and NGSS. Other on-line tools include IXL, Think-Through Math, and Kahn Academy."

Sep 04, 2018 to Jun 24, 2020 - Administration, Teachers

Status history



NOT STARTED May 25, 2018
Evidence
Assessment data/portfolios, Student work, weekly instructional plans, unit plans

NOT STARTED
Teachers will teach using a variety of methods including field trips to extend learning. They will use multi-media to support instruction when hands-on is not possible. Teachers should be using STEMScopes to enhance science instruction as well as other websites, videos and documentaries to fully transition to NGSS standards. During the 2018-2019 school year, a new science curriculum will be implemented throughout the building as directed by CPS."

Sep 04, 2018 to Jun 24, 2020 - Teachers, STEM Specialists, Administration

Status history



NOT STARTED May 25, 2018
Evidence
Projects, experiments, designs, reports, presentations, pictures/videos, and student work

Strategy 4

ON-TRACK

The ILT (Instructional Leadership Team) will meet bi-monthly to assess implementation of CIWP goals including those around creating a culture for continuous improvement."

Sep 04, 2018 to Jun 19, 2020 - Administration, ILT members

Status history



ON-TRACK

May 25, 2018

Evidence

ILT team minutes, implementation of professional learning, sharing of vision in weekly PLC meetings, specialized professional development

ON-TRACK

Teacher leaders will attend the CPS Summits throughout the school year and then lead professional development at the school to relay what they have learned."

Sep 04, 2018 to Jun 23, 2020 - Administration, teacher leaders, plc team members

Status history



ON-TRACK

May 25, 2018

Evidence

Attendance at CPS Summits and follow up plans/agendas/ sign-in sheets for the teacher professional development.

NOT STARTED

We will use some of our 1/2-hour flex time as teacher-led professional development time."

Sep 04, 2018 to Jun 23, 2020 - Administration, teachers, staff

Status history



NOT STARTED

May 25, 2018

Evidence

Agendas, power points, teacher sign-in and registration forms, evidence of practice in the classroom.

NOT STARTED

Teachers will be encouraged to choose professional learning activities that will further their STE'A'M capacity. Some of the professional development will be offered by the STEM specialists and some will be self-selected. Teachers will be encouraged to attain a minimum of 30 hours of professional learning within the school year, which would include attendance at STEM Summits, District and school-sponsored professional development, continuing education programs and classes offered by outside vendors, etc."

Sep 04, 2018 to Jun 23, 2020 - Administration, STEM Specialists, teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Learning Completion notices, course records, ISBE clock-hour notifications, teachers' portfolio of continuing education classes

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

The LSC and NCLB/PAC committees will convene to plan parental involvement with school administrators and staff. Meetings will be held for all parents by school administrators, LSC and NCLB/PAC members to conduct periodic review and revision of the NCLB, Title I parental involvement plan and policy.

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

Hefferan School has monthly Local School council meetings as well as NCLB/PAC meetings to inform parents of the school's participation in NCLB, Title I programs. Hefferan School's partnership with community organization "21st Century" will provide bi-weekly meetings to encourage parent participation in the academic success of their child. Parents are given suggestions and materials to promote reading, math, writing and science skills. In addition, teachers and the Reading and Math Teacher Leaders model instructional strategies during these parent workshops. Hefferan school will conduct its Annual Meeting on _____ and the Organizational Meeting will be held on _____.

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.

All recommendations from Hefferan's parents and stakeholders are considered. Suggestions are identified by school administrators, LSC members and NCLB/PAC members as to whether they are in the best interest of all students. A response to suggestions will be made via newsletter, phone blast, email, public meeting or forum or on an individual response based on the nature of the suggestion.

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

Parents are contacted regarding potential failures. We will host a quarterly meeting with parents and students to discuss academic and behavior expectations. Parents will be updated regarding their child's performance through fifth week progress reports. Grade Level partners will continue to discuss with parents ways to address the needs of students and additional support.

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.

Letters generated from CPS will be distributed to parents of students whose teachers are deemed "Not Highly Qualified" (NHQ).

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.

Parents are contacted regarding potential failures. We will host a quarterly meeting with parents and students to discuss academic and behavior expectations. Parents will be updated regarding their child's performance through fifth week progress reports. Grade Level partners will continue to discuss with parents ways to address the needs of students and additional support.

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.

Hefferan School's partnership with community organization "21st Century" will provide bi-weekly meetings to encourage parent participation in the academic success of their child. Parents are given suggestions and materials to promote reading, math, writing and science skills. In addition, teachers and the Reading and Math coaches model instructional strategies during these parent workshops. Hefferan School conducts a "Family Literacy Night" to encourage parent participation. Hefferan also has a newly opened parent center which is a resource room for all types of programs and will be the site for future programs of enrichment for parents.

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.

All staff are directed to contact parents at the beginning of the school year to introduce themselves and to initiate a positive interaction with their student's parents. All staff are provided year-long sensitivity training and diversity training by school administrators. Teachers reach out to parents throughout the school year to elicit parental support.

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.

Hefferan School continues to provide in-school accommodations for professional development sessions and parent workshops to support the academic programs, and the State Pre-K programs as well as other programs. Hefferan School in conjunction with 21st Century and Lake Shore Links will provide parent workshops to address concerns of parents in helping their child toward academic success and understanding their child's education and in developing parenting skills.

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 newsletters are sent home to parents informing them of Hefferan's school policies, procedures and activities and meetings. Memorandums are sent home on an as needed basis to inform parents of school meetings and information. Text messages, email and the school's unified phone system will inform parents of meetings and other activities. The school marquee and an increased presence on social media will function as methods of community and parent communication.

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

School-Parent Compact

Complete

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

We believe our students learn at the highest levels because they are provided with a challenging, differentiated educational program that supports standards-based instruction delivered with a variety of learning strategies. Hefferan's teachers are highly qualified educators and the educational support staff are highly qualified to provide instructional support to Hefferan's students. A rigorous instructional program rich with professional development and extracurricular activities that involve community members, external partners, and other stakeholders combine to support our students as they achieve academic excellence.

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.

Parents will attend parent-teacher conferences and will be encouraged to ask questions about their child's progress. Conferences will take place during parent meetings, before school, five week progress report intervals, and during regularly scheduled report card pick-ups. Parents are invited to communicate with the teachers during the preparation time as well.

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

Teachers and School Administrators have regular contact with parents via phone calls home and parent conferences to solicit parental support in assisting students toward academic success. Parents are contacted regarding truancy and potential failures. We will host a quarterly meeting with parents and students in benchmark grades. Parents will receive updates regarding their child's performance through fifth week progress reports and 10 week report cards. Parents are encouraged to contact the teachers during their preparation periods.

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

Parents are able to conference with teachers in the morning before students arrive, after dismissal and during the teacher's preparation period during school hours once scheduled with the teacher.

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 are encouraged to volunteer within the classroom environment. Parents are encouraged to contact teachers directly to schedule classroom observations and participate in classroom activities as well as field trips and community activities.

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

Parents are encouraged to access student grades through the "Parent Portal". Absences and tardiness are serious concerns. Parents are contacted regarding truants and potential failures. For chronic students, additional incentives will be instituted to increase attendance percentage. We will host a quarterly meeting with parents and students in benchmark grades. Parents will be updated regarding their child's performance through fifth-week progress reports. The Student Council is active and sponsored by the upper-grade teachers. Assemblies will be held each quarter to recognize students for academic and social accomplishments. Black History and Christmas assemblies will be continued. Grade-Level partners will continue to discuss ways to address the needs of students. Students that lack social skills need additional support and receive it as part of a group (SEL classes) or on an individual basis. Teacher mentors will attempt to have a personal connection with students to address conflict resolution, disrespect of school property, and other pertinent topics. Arriving well after school hours have commenced, absences and frequent early dismissals are a concern. More frequent attendance incentives will be instituted and follow-up phone calls will take place to address attendance concerns. The school clerk will check student records two weeks after entering classroom. Counselor will generate a letter to homeroom teachers in regards to updating records.

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 are contacted regarding truants and potential failures. We will host a quarterly meeting with parents and students to discuss student progress. Parents will be updated regarding their child's performance through fifth week progress reports as well as access to the Student Portal. Student Council will continue. Assemblies will be held each quarter to recognize students for academic and social accomplishments. Grade Level partners will continue to discuss ways to address the needs of students. The parent center will be open and accessible for parents as a way to establish a connection within and to the school.

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

Absences and tardiness is a serious concern. Parents are contacted regarding truants and potential failures. Additional incentives will be instituted to increase attendance percentage. We will host a quarterly meeting with parents and students in benchmark grades. Parents will be updated regarding their child's performance through fifth week progress reports and daily calls as it relates to student attendance. Student Council will continue. Assemblies will be held each quarter to recognize students for academic and social accomplishments. Black History and Christmas assemblies will continue. Grade-Level teachers will continue to discuss ways to address the needs of students. Students that lack social skills and who need additional support will receive it as either part of a group or on an individual basis. Teachers mentor and try to create personal connections with students. The Dean, counselor and teachers will address Conflict Resolution, Disrespect of classmates and school property in conjunction with student representatives. Counselor/Case Manager will check student records two weeks after students enter classroom. School Clerk will generate a letter to homeroom teachers in regards to updating records.

Parent Budget

Complete

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.

Goals: Increase Literacy, Math, Science Achievement Skills. Topics will include: "How to support your child's academic program". "Developing Writing Skills. ""Learning Technology Skills". What Is STEM or STE"A"M?, "Lets Learn Math Together", "Healthy Nutritional Eating". Monthly Parent Meetings will address topics through Professional Development Meetings presented by school staff and school partners.

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.	\$	Amount	.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.	\$	2190	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount	.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)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.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.	\$	Amount	.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.

\$	Amount	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

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

\$	Amount	.00
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