



Patrick Henry Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
01/09/2018	Bilingual Advisory Committee	CIWP Overview
01/11/2018	Parent Advisory Committee	CIWP Overview
01/23/2018	Juan Gutierrez, Mary Ann Munozmaciel	Network 1 Workshop
01/24/2018	Community CIWP Meeting:	CIWP Overview
01/30/2018	LSC	CIWP Update/School Excellence Framework Review and Prioritization
02/02/2018	School Improvement Day (Staff)	School Excellence Framework Review and Prioritization
02/07/2018	CIWP Team Meeting:	School Excellence Framework Review and Prioritization
02/14/2018	CIWP Team Meeting:	School Excellence Framework Review and Prioritization
02/21/2018	Flex PD (Staff)	School Excellence Framework Review and Prioritization
02/06/2018	Bilingual Advisory Committee	School Excellence Framework Review and Prioritization
02/27/2018	LSC	School Excellence Framework Review and Prioritization
03/06/2018	Bilingual Advisory Committee	CIWP Update
03/07/2018	CIWP Team Meeting	Goal Setting
03/05/2018	Juan Gutierrez, Principal; Mary Ann Munozmaciel, Assistant Principal	N1 CIWP Workshop

03/14/2018	CIWP Team Meeting	Strategies and Action Steps
03/15/2018	Parent Advisory Committee	CIWP Update
03/21/2018	Flex PD	Strategies and Action Steps
04/03/2018	Bilingual Advisory Committee	CIWP Update
04/04/2018	CIWP Team Meeting	Strategies and Action Steps
04/11/2018	CIWP Team Meeting	Fund Compliance and Parent Involvement
04/12/2018	Parent Advisory Committee	CIWP Update
04/13/2018	School Improvement Day	Fund Compliance and Parent Involvement
04/24/2018	Local School Council	Review CIWP Final Draft
05/01/2018	Bilingual Advisory Committee	CIWP Update
05/10/2018	Parent Advisory Committee	CIWP Update
05/15/2018	Local School Council Special Meeting	Final CIWP Approval
02/28/2018	CIWP Team Meeting	SEF and Priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

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

Score

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The school vision was shared and is revisited throughout the year at PD, ILT, PLC meetings to ensure that the vision is being upheld.

Leap and Breakthrough - The Breakthrough Team has developed a vision and attended extensive training on Personalized Learning. The team has been working with 2nd, 3rd and 4th grade teachers to align pilot initiatives in personalized learning with the school-wide vision and mission.

Summit: The Summit Learning PLC (5th/6th Grade) has attended extensive professional development together to support the implementation and growth of personalized learning for their students.

Professional Development is directly tied to the school Mission and Vision statements created and refined within this CIWP cycle.

Grade level teams created age-appropriate mission and vision statements for their teams and students.

Teacher actions consistently reflect our values as explained in the mission and vision statements.

Teachers regularly interact with students outside their homerooms through intentionally-designed unit studies, classroom partnerships, informal social interactions with students, accountability in shared spaces, etc.

Teachers are consistently presented with opportunities to share their strengths, leadership, and professional skills with the staff and school community.

Grade-level bands work as Professional Learning Communities to strategically plan instruction, identify common age-appropriate systems and structures, and create a culture of shared responsibility within the school community.

One-on-one conferencing between administration and faculty, including goal-setting and pre- and post-evaluation conferencing, is grounded in the CPS Framework for Teaching.

Teams regularly identify students to prioritize for academic and social interventions, and create a cohesive plan for supporting those students across many settings.

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

Instructional Leadership Team:

Score

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

ILT members led discussions during Grade Level meetings with an emphasis on the data obtained from blending learning. Grade Levels are analyzing Lexia (and other blended learning data) on a monthly basis to determine if the programs are effective and meeting the needs of each learner.

ILT members include a representative from each grade level ( Pre-K through 6), Specials, diverse learners and the school counselor.

Principal encourages ILT members to respectfully disagree and push-back on ideas in order to impact teaching and learning.

ILT analyzes school wide snapshot at varying levels including school, grade and individual reports.

ILT conducted a data analysis to determine why ELL students did not make adequate growth on MOY NWEA data.

Administration creates detailed, clear agendas for each meeting. On average, ILT meets bimonthly. Norms have been created to ensure that team members have equity of voice and are active participants.

All stakeholders are invited to ILT meetings which are explicitly listed in the Weekly Bulletin. Principal summarizes the work of the ILT each week in the Weekly Bulletin.

ILT shares out at Flex PD as needed.

ILT works to prepare professional development that will build the capacity of teacher teams to engage in cycles of learning (math talks, cognitive demand in math, new teacher workshops, WIDA workshops, etc.).

Based on the My Voice My School Survey, the ILT developed a structure to support peer observations. The ILT developed a schedule based on topics of interest to use in the first cycle for teacher peer observations. The majority of teachers participated in 1 peer observation and will participate in another one the 2nd semester.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

## Professional Learning:

Score

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

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Administration surveyed teacher to determine what kind of Professional Development they would want during the Flex PD. Teacher are currently in professional learning communities focused on personalized learning. Teachers are provided with choice schedules during their Flex PD time to support the needs of their students and guide their instruction.

Administration provides PD feedback surveys to gather data on professional development and to guide future PD planning. Administration shares information on the Professional Learning Communities and other professional development opportunities. The Master Schedule was developed through the support from Summer Design and Ferman Brown to maximize teacher planning time. Teachers are provided with common preps within and across grade levels where teachers have lunch and recess back to back to maximize planning time.

Professional Development opportunities teachers have attended: LEAP Innovations, Institute of Personalized Learning, Summit Learning, CPS Summit, Diverse Learning Meetings, MTSS Network Meetings, Reading in Motion, Home-School Partners (Balanced Literacy Instruction).

Other components of professional learning include: SPED PDs, GLMs, PD Days, Informal Observations & feedback, beginning peer observations, teacher rapport.

Professional Learning Communities include Balanced Literacy (PreK-1), Breakthrough (2-4), Summit (5-6), and Specials (Art, STEM, World Language, Health, Physical Education). Vertical planning is conducted with each PLC to support the Personalized Learning instruction that align to the CIWP goals and Henry's Mission and Vision.

Learning Forward Grant winner to support our "Professional Learning of Innovation" to support the Breakthrough Core Team in providing the professional development for the staff on personalized learning.

"Safe Practice" is encouraged (trying new things and taking risks).

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

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Breakthrough Grant to support the personalized learning at Henry School.

Learning Forward Grant to support the Breakthrough Core Team in providing the professional development for the staff on personalized learning.

Intentional school-wide scheduling to meet a variety of student needs.

Teacher-designed scheduling within specific classrooms/grade levels.

Local School Council approves a majority of budgetary & funding requests for the school and individual programs/classrooms

Strict adherence to CPS vendors list.

Strategic grade-level and departmentalization teacher assignments based on teacher input

School climate and an overall positive faculty morale is considered when planning and offering professional development and opportunities for growth.

Parents and community members are invited to attend workshops and offer their perspective as valuable resources in the learning community

Partnerships with community organizations that share and support the school's vision of personalized learning (LEAP Innovations, Summit Learning, Chicago Education Fund, Art Institute of Chicago CAPE program, Reach Teach Play Education Program at Ravinia, Community in Schools, Home-School partnerships with neighboring schools and staff, etc).

All teacher are placed with appropriate certification across grade levels and NCLB money for supplemental funding is used accordingly. The office has procedures for ordering and purchasing supplies.

We have been the recipients of the After School All Stars/Out of School Time to provide after school programing for students based on their interests.

We conduct our Henry Scholars program to support students with after school tutoring during the school year after the MOY testing.

We conduct the OLCE/Bilingual after school program to support our EL students.

We had a summer program for Kindergarten through 2nd grade to support literacy and math instruction to close the achievement gap.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**

- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a>
	✓ <a href="#">Instructional Supports</a>
	✓ <a href="#">Strategic Source Vendor List</a>
	✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a>
	✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a>
	✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a>
	✓ <a href="#">CPS Instructional Block Toolkits: Math</a>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

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Essential questions and standards posted in all classrooms. These big ideas can be identified by students.

Use of Language Objectives through WIDA to ensure access to content for English Language Learners.

Preschool classrooms use the Creative Curriculum as their base curriculum and the TS GOLD assessment to identify student progress toward developmental stages.

Balanced Literacy Classrooms (Grades K-1) use the Reading in Motion curriculum to support Foundation Literacy skills.

Balance Literacy Classrooms (Grades K-1) are working with the Home-School Partnership to develop the scope and sequence for a balanced literacy program.

Breakthrough Classrooms (Grades 2-4) survey students, allowing them to tailor units to student interests and culture. UbD units are developed per quarter for student choice and aligned to the CCSS. Common assessments are developed to inform unit development and personalized learning time.

Summit: Grades 5-6 use the Summit curriculum and adjust complexity of content to meet all students needs. All students including DL and ELL are integrated in the Summit program to demonstrate core knowledge and skills. Summit classrooms use formative data to determine mastery and pace which is used in determining differentiated groups.

Specials classrooms have developed their curriculum based on STEM, Art, Health, World Language, and PE standards. Specials have created a unit that is cross-curricular for 5th and 6th grades and continue to develop one for 3rd and 4th grades where students are given choice.

Vertical alignment within clustered grades to the CCSS, but not to a designated scope and sequence.

High achieving students are able to move at their own pace once mastery is achieved.

Teachers use a variety of blended learning programs to expose student to their appropriate reading level (instructional level).

All students are exposed to complex, grade appropriate text with modifications and accommodations for accessibility.

The Bilingual Lead Teacher provides bilingual support and intensive English instruction to newcomers. She also pushes into their receptive classrooms to provide access to the general education curriculum.

Teachers integrate SEL curriculum into their daily plans (morning meeting, Second Step, Habits of Success)



## 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### Instructional Materials:

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

Score

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All classrooms have access to technology (ie. ipads & chromebooks). Second through sixth grade have 1:1 chromebook use. Kindergarten to first grade is approximately 5:1 ipad and chromebook use.

Grades 5-6 implement Summit platform and curriculum in language arts, mathematics, social science, and science. Instructional materials include: videos, lessons, online resources, and games (both teacher created and made). Students choose the instructional materials according to their learning styles.

School wide availability of Go Math Curriculum in both English and Spanish.

Supplemental online resources/ programs include IXL (math and language arts), Raz Kids (language arts in English and Spanish), Lexia, and STMath.

Online platforms include Summit and Epiphany Learning.

Novel sets available for school-wide use, aligned to teacher created units.

On path for a clear instructional pathways K-1 balanced literacy, 2-4 Breakthrough, 5-6 Summit.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 **3** 4

School-wide and grade level missions convey high expectations for student learning. Discussions/ student discourse is highly prevalent. Content access is available to all students. Personalized Learning Time provides students with differentiated tasks, allowing all students to engage in the content at their developmental/independent level. Rigorous tasks that encourage students to participate in high level discussions. Students are able to edit and revise their tasks based on teacher and student feedback prior to turning in the final product. All staff believe that all students can learn. Staff teach and promote growth mindset in students. Staff communicates the importance of attendance and engagement. Math: Use of TRU Math dimensions when planning classroom instruction. Teachers develop tasks that require students to engage in productive struggle. Students explain mathematical reasoning when solving problems. Reading: Students cite evidence from text to support their answers. SEL standards are integrated within the curriculum and through Morning Meeting and Second Step. WIDA standards are implemented within lesson plans and throughout instruction. Henry Look-Fors for systems, routines, and structures have been created for each PLC to support implementation of Personalized Learning. Teachers use the Learning Continuum within NWEA to differentiate and personalize learning to support student growth and proficiency.

## 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a> <a href="#">1.d. Designing Coherent Instruction</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Assessments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (EQIP)</a>
✓	<a href="#">Slice Protocol – Looking at Student Work</a>

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)

Teachers and students conduct goal setting conferences after each assessment period to support their personalize learning goals.

PLC structures (Balanced Literacy, Breakthrough, Summit) have developed PL structures that support the development stages of the students. This includes goal setting, levels of autonomy, and choice schedules.

Henry mission and vision supports students to be empowered learners. Teachers work with students to build their independence.

All students use the 1 through 4 levels of autonomy to support independent learning.

Henry Scholars Summer Program supported students in grades K-2 in literacy.

Henry promotes opportunities for students to apply to selective enrollment schools.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Nipponia Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

Score

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

1 2 **3** 4

Students know objectives and can discuss their meaningfulness.  
 Students engagement and ownership is very high as evidence through walkthrough data and PL structures  
 Teachers engage students in various and rigorous discussion techniques (turn-and-talk, think-pair-share, etc)  
 Teachers explicitly teach questioning and discussion skills.  
 Teachers use multiple types of formative assessments  
 Flexible grouping and seating of students is based upon teachers' knowledge of students and evidence from multiple assessment forms  
 Teachers use multiple forms of instruction including but not limited to: intentional grouping and group work, use of graphic organizers, visual aids, anchor charts and text supports.  
 Balanced literacy focus is present and re-visited throughout unit and content areas  
 Literacy and Specials classes integrate other subject areas within the content (Literacy units, Travel Fair unit, etc).  
 Breakthrough classrooms have developed units based on student choice. Unit selection is provided for students to support their literacy instruction.  
 Students understand their levels of autonomy to determine their independence.  
 Henry Scholars after school tutoring is provided to target instruction based on MOY test results/progress.

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Summit (5th/6th Grade): Students decide when they are ready to be assessed on specific content areas (standards-based) while Performance Tasks are connected to real-world applications. This allows students multiple ways to show learning.

Breakthrough (2nd-4th Grade): Students complete common assessments such as pre- and post-assessments in math and standards-aligned weekly common assessments in reading. Teachers design formative assessments that fit the needs of their classroom instruction. Student personalized learning schedules are determined based on these assessments as well as standardized assessments (NWEA, AimsWeb, etc).

Balanced Literacy (K/1st Grade): Standardized assessments are used by all classrooms. Teachers introduce and use academic vocabulary regarding assessments such as: BOY, MOY, EOY and progress monitoring.

Specials developed common grading categories to ensure consistency.

Beginning stages of a competency-based progression.

## 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 gradabooks
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Five Essentials	✓ SQRP Attainment and Growth
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	Curriculum & Instruction
CPS Performance Standards for School Leaders	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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

Tier I: teachers use multiple sources (such as discussion, exit tickets, grades, assignments, attendance, etc) to determine students needing more than universal supports in addition to providing opportunities for students to move on, once mastery is accomplished.

Tier I: teachers differentiate for various populations (such ELL, diverse learners, and gifted learners) within a homogeneous classroom

Tier I: Morning meetings provide opportunities for SELF instruction prosocial and antisocial behaviors that have positive and negative impacts on the environment.

School-wide Attendance Rocks initiative celebrates classroom attendance over 96%.

Tier II & III: If a student is determined to need more than Tier I supports, both academic or SEL, parent is contacted, individualized intervention plans are created with targeted skills, and skills are progress monitored. Use of Historical Checklist to determine possible cause of areas of deficit and areas of strength (such as mobility, attendance, environmental factors, and medical conditions). Response to intervention will determine next steps such as more support or less support. If student does not make adequate progress after Tier III implementation, the MTSS Team will meet at a consent assessment planning meeting to determine if evaluations are warranted.

### Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**

- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

## 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



Importance of learning and curiosity is reinforced through turn and talks, book clubs, math talks, and opportunities to explain thinking.

Learning goals are determined with UbD planning, daily/unit essential questions, balanced literacy, and teacher-student goal setting.

Students are provided with voice and choice for their personalized learning time and student products.

Personalized learning allows for students to meet and exceed personal learning goals through individualized instructional opportunities.

Through inclusion, diverse learners are able to access the general education curriculum through modified and differentiated instruction to meet their benchmarks and IEP goals, as well as make progress with the general education content.

Student achievement is recognized through Hawk of the Month, Quarter Assemblies, Oscar Night, Hawkeyes, Lanyards (punch cards), and weekly incentives.

Teachers are tracking student progress toward end of the year goals through personal data tracking and classroom data charts

Students know their strengths and target skills in each domain. Peers are able to go to other students for help in a particular domain.

Students are given feedback through formative/summative assessments, and teacher/student conferences that focus on personal goals. Students take part in their own academic reflection while setting goals.

Students self reflections with opportunities to revise, self reflection on same rubric (thumbs up/down, student check charts, morning meetings, mental health checks)

Classroom space to display, star student work, consistent feedback using rubric, differentiated expectations, lessons for growth mindset language development-dojos videos

Each classroom/community have developed norms.

Check-in/Check-out system to support students in their social emotional learning.

Henry school's vision and mission is discussed in every classroom. Teacher reinforce the vision and mission by referring to it during whole group reflection time. Individual grade levels incorporate their own mission in their classrooms.

Small group work addresses students' academic needs and group structure changes according to their needs.

## 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SGA? Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (en.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

Score

1 2 **3** 4

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.

Breakfast morning flex PD for teachers to share best practices with each other.  
 PBIS: Punch Cards and Hawkeyes are implemented to focus on the positive relationships with peers.  
 SS Grin: Social work services provided to students who need tools to build positive peer relationships.  
 Second Step: Students learn about different ways to build positive relationships with peers.  
 Morning Meeting: Conducted daily to set the objectives for the day and to develop a community within the classroom.  
 Month Habits of Success shared as a schoolwide focus where students earn to be the Hawk of the Month for their classrooms.  
 Culturally relevant text and celebrations are used to support equality.  
 Restorative practices are used to support students social and emotional learning.  
 Reading buddies - Chance for students to model reading from higher to lower grades.  
 Peer observations started with the ILT to build teacher-to-teacher trust.  
 Parent workshops provided for students to support the teacher-parent trust.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

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

Score

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.

1 **2** 3 4

Breakthrough 2-4, students choose literacy units.  
 Students in Grades 2-6 support student independence and empowerment through the Levels of Autonomy where students are able to choose the flexible seating based on their levels of independence.  
 School-wide structures and procedures for classroom discussion, active listening, respectfully agree/disagree, norms for conversations  
 6th grade student council  
 Student participation in community forum to support 7th grade.  
 Summit Curriculum supports the study of politics (old and new).  
 Specials World Travel Day where students have the opportunity to choose which country they would like to learn.  
 Science Fair provides students with the choice of the experiment they would like to present.  
 5th/6th grade attended an international film festival.  
 Local and National Elections are discussed in classroom.  
 4th grade airplane competition engages students in respectful competition.  
 Second Step curriculum is implemented to support students with SEL.

### 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"> <li>• MINS Student Survey completion rates and results</li> <li>• Artifact from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Sample learning reports and/or reflections of SE projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Services & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Creating an Environment of Respect and Support 2c. Encouraging Students to Learn
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

The Second Step curriculum is implemented school-wide to provide Social-Emotional Learning to all students so they feel emotionally safe. The older students learn how to prevent bullying.

Two teachers are trained in the Check In-Check Out system to provide adult mentors for students who are struggling with behavior, attendance, academics, etc. The adults model and reinforce positive choices.

PBIS Committee manages the punch cards and the PBIS store. PBIS provides a framework for positive behavior and rewards students who display positive choices.

PBIS also implements the Hawk Eyes school-wide to reward classrooms that display positive behavior. Classrooms track their Hawk Eyes and earn incentives.

Each classroom has identified classroom jobs that students can participate in. This assists in orderly and safe classroom transitions within each classroom.

PBIS Committee has posted behavior matrices in each area (hallway, bathroom, etc).

Teachers each identify their behavior management system at the beginning of the year. Some examples include CHAMPS, bucket fillers, and red/yellow/green cards, etc.

School-wide structures in place for inclement weather (indoor arrival, recess, and dismissal).

Entry procedure has been reviewed and implemented for visitors and parents.

Office staff meets twice a month to review procedures for emergencies.

Several teachers and educational support staff are trained in peace circles and restorative conversations.

### 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"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
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"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

#### Proactive

Henry utilizes 7 Habits punch card system to recognize individual positive behaviors. Celebrations for Student of the Month and Attendance; Students have choices for intrinsic and extrinsic rewards. Hawk Eyes are given to classrooms to recognize positive behaviors throughout the building. PBIS posters of expectations are posted at targeted areas throughout the building. There is a school wide PBIS assembly to define expectations. Every classroom has Class Conduct Agreements posted that are aligned to School Wide Expectations. There is a school wide use of bathroom/hallway passes and procedures, direction of traffic, and school personnel are stationed through building during arrival and dismissal. All staff members contact home (email, phone, in person, digital collaborative behavior tracker program) for all student behaviors positive and restorative. The principal and assistant principal make phone calls when warranted. Teachers and students developed a Mission and Vision of the School that aligns to expected behavior. Henry classrooms incorporate Movement Breaks, such as Go Noodle. Brain Breaks allow movement to re-engage students and reduce discipline issues. SEL/Morning Meetings to promote social emotional growth. MTSS using data to identify students in need of behavioral supports. Teacher/Student and/or Teacher/Student/Parent discussions on making good choices as it comes to positive student behavior.

#### Instructive

Morning Meetings occur to address classroom climate, misunderstandings, celebrations, and support students in challenging situations. Henry teachers utilize Second Step, which is a researched based social emotional curriculum that is developmentally sensitive to each targeted grade level. Teachers incorporate CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) for classroom behavior structure and expectations. Students have ownership over personal and classroom behaviors and expectations. Social Groups / SS Grin - peer lead social groups with Social Worker and Intern Henry utilizes Check In/Check Out. Various school staff act as individual support to students that have been referred to Tier II restorative practices based on a system of constant monitoring and daily tracking of targeted behaviors. The goal of improving behavior to move back to Tier I. Henry offers a School Wide Behavior Tracker managed by administration. All staff have the same knowledge of a child's behavioral history as well as outcomes, making it easier to know how effective different strategies are working. MTSS using data to identify students in need of behavioral supports Mentoring students who are struggling with making appropriate decisions

#### Restorative

The Assistant Principal and security staff work together as restorative disciplinarians whom the students look up to and respect based on established rapport that been built. Detentions are given based on a referral process, and after other avenues have been exhausted, Detention is a restorative reflection after school, to incorporate no loss of instructional time. The Second Step SEL curriculum is implemented school-wide. Two teachers are trained in the Check In/Check Out system to provide adult mentors for students who are struggling with behavior, attendance, academics, etc. The adults model and reinforce positive choices.

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

### 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

Parent Portal effort is made; however, the ratio is below 50%  
 Communications made to families monthly, weekly, through social media.  
 Teachers are open and send communication on a consistent basis (example: Remind)  
 Teachers reach out to parents to volunteer a varies points throughout the school year.  
 Teachers have provided workshops for parents for K-1 (Home School Partnership), 2-4 Breakthrough, and 5-6 Summit.  
 Attendance has been hit or miss.  
 Quarterly Coffee with the Principal  
 Progress Report every 5 weeks and communication to parents for those who are struggling in between.  
 Open House and curriculum nights and workshops to understand the expectations of classroom curriculums, programs, and behaviors. As well as, school wide expectations.  
 Monthly BAC and PAC meetings with workshops to support families.  
 Teachers make themselves available through tutoring and after school programing.  
 The teachers respect the parents throughout the school.  
 Teachers are following up with attendance and impact of trajectory.  
 Parents are greeted when they come to the school by staff and greeted accordingly.

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



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

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
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**National School Growth Percentile - Reading**

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring at 55%. We feel we have the potential to match last years growth in reading over the next two years.

70.00	68.00	55.00	69.00	70.00
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**National School Growth Percentile - Math**



We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring at 55%. We feel we have the potential to match last years growth in math over the next two years.

55.00

69.00

55.00

69.50

70.00

**% of Students Meeting/Exceeding National Ave Growth Norms**

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We were slightly under the original 16-17 goal last spring at 60%. We feel we have the potential to match or go beyond the 60% metric over the next two years.

53.90

59.20

60.00

59.60

60.00

**African-American Growth Percentile - Reading**

Our African-American population is too small for a subgroup.

(Blank)

(Blank)

0.00

0.00

0.00

**Hispanic Growth Percentile - Reading**

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring at 55%. We feel we have the potential to match last years Hispanic Growth in reading for over the next two years. Our metrics in this category have been up and down over the last few years but we hope to sustain or goal achieved last year.

70.00

70.00

55.00

70.00

70.00

**English Learner Growth Percentile - Reading**

We are altering the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring by 34%. It would be great to match the 89% but we want to set realistic goals for our students. We had been under the 60th percentile over the prior few years so we went way beyond our trending data last spring at 89%.

25.00

89.00

55.00

70.00

75.00

**Diverse Learner Growth Percentile - Reading**

There were no goals based on the CIWP SQRP calculator 2 year goal setting. However, our data for our diverse learners has fluctuated up and down over the last few years. We think setting a goal around 50% is ambitious but realistic for our DL student population if we use NWEA data goal setting and planning more effectively than what we have done in the past.

50.00

(Blank)

30.00

50.50

51.00

**African-American Growth Percentile - Math**

Our African-American population is too small for a subgroup.

(Blank)

(Blank)

0.00

0.00

0.00

**Hispanic Growth Percentile - Math**

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring at 55%. We feel we have the potential to match last years Hispanic Growth in math for over the next two years. Our metrics in this category have been up and down over the last few years but we hope to sustain or goal achieved last year.

47.00

69.00

55.00

69.50

70.00

**English Learner Growth Percentile - Math**

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring at 58%. We feel we have the potential to match last years ELL Growth in math for over the next two years. Our metrics in this category have been consistently over 59% over the last few years but we hope to sustain upward trajectory.

75.00

88.00

58.00

79.00

70.00

**Diverse Learner Growth Percentile - Math**

There were no goals based on the CIWP SQRP calculator 2 year goal setting. However, our data for our diverse learners has fluctuated up and down over the last few years. We think setting a goal around 50% is ambitious for our DL student population. However, we think by using NWEA data more strategically we should see our data in this metric trend upward.

17.00

(Blank)

55.00

40.00

50.00

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

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring at 53%. We feel we have the potential to trend upward in reading over the next two years.

40.00	64.00	53.00	67.00	70.00
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**National School Attainment Percentile - Math (Grades 3-8)**

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We were slightly below our original 16-17 goal last spring at 68%. We feel we have the potential to trend upward 70% over the next two years.

45.00	62.00	68.00	66.00	70.00
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**National School Attainment Percentile - Reading (Grade 2)**

We are following the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the 16-17 goal last spring at 56%. We feel we have the potential to trend upward 70% over the next two years. However, it will be challenging due to the overcrowded classroom in 2nd grade this year.

63.00	63.00	56.00	66.50	70.00
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**National School Attainment Percentile - Math (Grade 2)**

We are altering the recommended goals based on the CIWP SQRP calculator 2 year goal setting. We exceeded the original 16-17 goal last spring by 12%. It would be great to match the 90% but we want to set realistic goals for our students. We had been trending between the 70th and 80th percentile over the prior few years so we went way beyond our trending data last spring at 90%.

70.00	90.00	78.00	80.00	82.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

There were no goals based on the CIWP SQRP calculator 2 year goal setting. However, our data for ACCESS has fluctuated up and down over the last few years. The goal should to increase % of students making sufficient annual progress on ACCESS by improving language acquisition best practices, math units, scope and sequence and personalized learning. We are aiming for 50% or higher each year.

28.20	(Blank)	51.00	50.00	52.00
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**Average Daily Attendance Rate**

We are altering the recommended goals based on the CIWP SQRP calculator 2 year goal setting. Our school was hit hard by the flu season this winter so it will be challenging to meet our present goal for this school year. We think next year it will be more realistic to match last years number and strive to beat 95.6% the following year. We are going to dedicate more time and energy over the summer to refine our long-term attendance strategies.

95.60	95.60	96.00	95.60	95.80
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**My Voice, My School 5 Essentials Survey**

Our goal is to improve from organized to well-organized. While we have done a better job of surveying our community this year, we need to figure out how ways to maximize our staff to provide the better supports needed based on the data from the 5 essentials. (i.e. we have been able to create a structure for peer observations based on last years data. We have have improved our safety procedures.) During budget season we will review our data again and align our organization to better meet the needs based on 5 essentials data.

(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...

develop expectations around common assessments guided by a scope and sequence for curriculum across grade levels.

...then we see...

alignment of skills taught and assessed across grade levels within Tier 1, 2 & 3 that will have an impact on improved planning and pacing of teaching curriculum throughout the year.

...which leads to...

consistency in the implementation of common assessments and transparency in grading across grade levels. Teachers will have a collection of baseline data to drive planning of instruction for the differentiated tiers of instruction.

Tags:

Personalized Learning, Assessment design, Curriculum planning, Curriculum alignment, Assessment and grading

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Provide professional development to develop proper mindset and rationale for developing common assessments school-wide.	ILT	Jul 1, 2018 to Jun 30, 2020	Not started
<b>Professional development</b>			
Create curriculum teams for Math and Literacy.	ILT	Jun 1, 2018 to Sep 1, 2018	Not started
<b>Curriculum Design, Team building</b>			
Develop an implementation timeline with action items.	ILT	Jun 1, 2018 to Sep 1, 2018	Not started
<b>Professional Learning</b>			
Provide professional learning for standards aligned assessment and connection between formative and summative assessments.	ILT	Jul 1, 2018 to Jun 30, 2020	Not started
<b>Assessment design</b>			
Analysis of current assessments within units to establish baseline to identify next steps in the development of common assessments.	ILT, PLC/Grade Level Teams	Jul 1, 2018 to Nov 1, 2018	Not started
<b>Aligned assessments</b>			
Analyze current curriculum scope and sequence across grade levels for curriculum and create a vertical aligned scope and sequence	ILT, PLC/Grade Level Teams	Aug 1, 2018 to Jan 1, 2019	Not started
<b>Scope and sequence</b>			
Align assessments to scope and sequence	ILT, PLC/Grade Level Teams	Jan 1, 2019 to Jun 30, 2019	Not started
<b>Aligned assessments, Aligned curriculum</b>			
Develop and/or refine common assessments to the identified scope and sequence in the curriculum	ILT, PLC/Grade Level Teams	Jun 30, 2019 to Dec 31, 2019	Not started
<b>Assessment design</b>			
Alignment of grading and transparency of common assessments across grade levels	ILT, PLC/Grade Level Teams	Jan 1, 2020 to Jun 30, 2020	Not started
<b>Balanced grading and assessment, Grading practices</b>			

## Strategy 2

If we do...

engage the school community by developing a student advisory committee that creates a vision for service learning which identifies beliefs of student culture and incorporates student voice to support our Personalized Learning culture

...then we see...

increased student interest and actions in community service, increased student investment in the school and community, and intentional planning of inquiry based project learning.

...which leads to...

a transfer and increase of student leadership and parent engagement through student-led community and civic leadership based projects focused on pride in our community and school.

Tags:

Personalized Learning, Civic life, Community based instruction, Social studies integration, Student voice, engagement, & civic life

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Develop a student advisory committee

ILT, Administration

Sep 1, 2018 to  
Dec 1, 2018

Not started

### Committee, Student voice, engagement, & civic life

implement and enhance the district social science scope and sequence which includes civics

ILT, PLC/Grade  
Level Teams

Sep 1, 2018 to  
Jun 30, 2019

Not started

### Curriculum Design, Student voice, engagement, & civic life

Timeline of action items

ILT, Administration

Jun 30, 2018 to  
Sep 1, 2018

Not started

### Community events, Timeline

Design and analyze school surveys to be responsive to the 'My School, My Voice student survey' 3 x a year.

ILT

Sep 1, 2018 to  
Jun 30, 2020

Not started

### Student voice surveys

Develop long term clubs/ extracurricular activities that include civics/service.

ILT, PLC/Grade  
Level Teams, After  
School Coordinator

Sep 1, 2018 to  
Jun 30, 2020

Not started

### Student commitment, Student clubs

Design and implement grade level community service projects.

PLC/Grade Level  
Teams

Sep 1, 2019 to  
Jun 30, 2020

Not started

### Community service

Plan civic leadership field trip opportunities that are responsive to the civics curriculum.

PLC/Grade Level  
Teams

Apr 1, 2019 to  
Jun 30, 2020

Not started

### Curriculum Design, Ubd

## Strategy 3

If we do...

create a climate and culture committee to guide explicit instruction on empathy, conflict resolution, and social identities (i.e., diversity, gender, race, culture, language).

...then we see...

teachers providing students structured opportunities for students to engage in conflict-resolutions strategies, cultural relevant conversations, and issues affecting all cultures.

...which leads to...

a community shift in mindset where there is a greater sense of belonging and all cultures are valued.

Tags:  
Diversity, Cultural awareness, Behavior health team, Climate and culture team

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
Create a Climate and Culture Committee	ILT, Administration	Aug 1, 2018 to Dec 1, 2018	Not started

**Committee, Culture and climate, Student voice, engagement**

Timeline of Action Items	ILT, Administration, Climate and Culture Committee	Jul 1, 2018 to Dec 1, 2018	Not started
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**Timeline**

Provide professional development to train and coach staff to understand diversity and bias.	Climate and Culture Committee	Dec 1, 2018 to Jun 30, 2019	Not started
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**Diversity, Culturally relevant programming, Culture and climate**

Train and coach staff to provide structured opportunities for students to engage in conflict-resolution strategies such as peace/classroom circles.	Climate and Culture Committee, Behavioral Health Team	Sep 1, 2018 to Jun 30, 2019	Not started
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**Professional Learning, Professional development plan**

Develop a Student Voice Conflict Resolution Committee (in connection to the student advisory committee) to allow students to become active participants in the climate development and support peer conferences.	Student Advisory Committee, Climate and Culture Committee, Behavioral Health Team	Sep 1, 2019 to Jun 30, 2020	Not started
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**Student voice, Conflict resolution**

Align the Social Science curriculum that addressed culture and social identities that represent the diversity of the school community.	Climate and Culture Committee, ILT, PLC/Grade Level Teams	Jan 1, 2019 to Jun 30, 2019	Not started
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**Curriculum Design, Diversity, Scope and sequence**

Action Plan

Strategy 1

**NOT STARTED** Provide professional development to develop proper mindset and rationale for developing common assessments school-wide."  
Jul 01, 2018 to Jun 30, 2020 - ILT

**Status history**

May 1

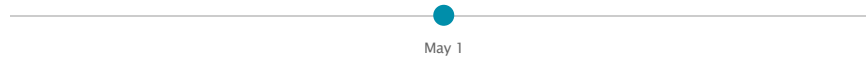
**NOT STARTED** May 01, 2018  
**Evidence**  
Professional Development, Flex PD

NOT STARTED

Create curriculum teams for Math and Literacy."

Jun 01, 2018 to Sep 01, 2018 - ILT

### Status history



NOT STARTED

May 01, 2018

**Evidence**

Professional Learning Community (Math and Literacy Team) agendas and minutes

NOT STARTED

Develop an implementation timeline with action items."

Jun 01, 2018 to Sep 01, 2018 - ILT

### Status history



NOT STARTED

May 01, 2018

**Evidence**

Professional Learning Plan (implementation timeline)

NOT STARTED

Provide professional learning for standards aligned assessment and connection between formative and summative assessments."

Jul 01, 2018 to Jun 30, 2020 - ILT

### Status history



NOT STARTED

May 01, 2018

**Evidence**

Professional Development Agendas, assessment development, professional learning plan

NOT STARTED

Analysis of current assessments within units to establish baseline to identify next steps in the development of common assessments."

Jul 01, 2018 to Nov 01, 2018 - ILT, PLC/Grade Level Teams

### Status history



NOT STARTED

May 01, 2018

**Evidence**

UbD, lesson plans, data trackers

NOT STARTED

Analyze current curriculum scope and sequence across grade levels for curriculum and create a vertical aligned scope and sequence"

Aug 01, 2018 to Jan 01, 2019 - ILT, PLC/Grade Level Teams

### Status history



NOT STARTED

May 01, 2018

**Evidence**

Scope and Sequence, UbD, lesson plans

NOT STARTED

Align assessments to scope and sequence"

Jan 01, 2019 to Jun 30, 2019 - ILT, PLC/Grade Level Teams

### Status history



May 1

**NOT STARTED** May 01, 2018  
**Evidence**  
Scope and Sequence, UbD, lesson plans

**NOT STARTED** Develop and/or refine common assessments to the identified scope and sequence in the curriculum"  
Jun 30, 2019 to Dec 31, 2019 - ILT, PLC/Grade Level Teams

### Status history

May 1

**NOT STARTED** May 01, 2018  
**Evidence**  
Scope and Sequence, UbD, lesson plans

**NOT STARTED** Alignment of grading and transparency of common assessments across grade levels"  
Jan 01, 2020 to Jun 30, 2020 - ILT, PLC/Grade Level Teams

### Status history

May 1

**NOT STARTED** May 01, 2018  
**Evidence**  
Scope and Sequence, UbD, lesson plans

## Strategy 2

**NOT STARTED** Develop a student advisory committee"  
Sep 01, 2018 to Dec 01, 2018 - ILT, Administration

### Status history

May 1

**NOT STARTED** May 01, 2018  
**Evidence**  
Student Advisory Committee agendas, student surveys

**NOT STARTED** implement and enhance the district social science scope and sequence which includes civics"  
Sep 01, 2018 to Jun 30, 2019 - ILT, PLC/Grade Level Teams

### Status history

May 1

**NOT STARTED** May 01, 2018  
**Evidence**  
UbD, Lesson Plans

**NOT STARTED** Timeline of action items"  
Jun 30, 2018 to Sep 01, 2018 - ILT, Administration

### Status history

May 1

NOT STARTED

May 01, 2018

**Evidence**

Professional Development and Action Plan

NOT STARTED

Design and analyze school surveys to be responsive to the 'My School, My Voice student survey' 3 x a year."

Sep 01, 2018 to Jun 30, 2020 - ILT

**Status history**



NOT STARTED

May 01, 2018

**Evidence**

Student Survey results

NOT STARTED

Develop long term clubs/ extracurricular activities that include civics/service."

Sep 01, 2018 to Jun 30, 2020 - ILT, PLC/Grade Level Teams, After School Coordinator

**Status history**



NOT STARTED

May 01, 2018

**Evidence**

After School programming, Student Survey results

NOT STARTED

Design and implement grade level community service projects."

Sep 01, 2019 to Jun 30, 2020 - PLC/Grade Level Teams

**Status history**



NOT STARTED

May 01, 2018

**Evidence**

UbD, Lesson Plans, Community surveys, service projects

NOT STARTED

Plan civic leadership field trip opportunities that are responsive to the civics curriculum."

Apr 01, 2019 to Jun 30, 2020 - PLC/Grade Level Teams

**Status history**



NOT STARTED

May 01, 2018

**Evidence**

Ubd, Lesson Plans, School surveys, service projects

### Strategy 3

NOT STARTED

Create a Climate and Culture Committee"

Aug 01, 2018 to Dec 01, 2018 - ILT, Administration

**Status history**





May 1

NOT STARTED

May 01, 2018

**Evidence**

Climate and Culture Committee agendas, Student and Staff Surveys

NOT STARTED

Timeline of Action Items"

Jul 01, 2018 to Dec 01, 2018 - ILT, Administration, Climate and Culture Committee

## Status history



NOT STARTED

May 01, 2018

**Evidence**

Professional Learning Plan (implementation timeline)

NOT STARTED

Provide professional development to train and coach staff to understand diversity and bias."

Dec 01, 2018 to Jun 30, 2019 - Climate and Culture Committee

## Status history



NOT STARTED

May 01, 2018

**Evidence**

Professional Learning Plan, PD Agendas

NOT STARTED

Train and coach staff to provide structured opportunities for students to engage in conflict-resolution strategies such as peace/classroom circles."

Sep 01, 2018 to Jun 30, 2019 - Climate and Culture Committee, Behavioral Health Team

## Status history



NOT STARTED

May 01, 2018

**Evidence**

Discipline referrals, student and staff surveys

NOT STARTED

Develop a Student Voice Conflict Resolution Committee (in connection to the student advisory committee) to allow students to become active participants in the climate development and support peer conferences."

Sep 01, 2019 to Jun 30, 2020 - Student Advisory Committee, Climate and Culture Committee, Behavioral Health Team

## Status history



NOT STARTED

May 01, 2018

**Evidence**

Student Advisory and Student Voice Committee Agendas, Student Surveys

NOT STARTED

Align the Social Science curriculum that addressed culture and social identities that represent the diversity of the school community."

Jan 01, 2019 to Jun 30, 2019 - Climate and Culture Committee, ILT, PLC/Grade Level Teams

## Status history



NOT STARTED

May 01, 2018

**Evidence**

UbD, Lesson Plans, Student Surveys

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 school will work to ensure that the required school-level parental involvement policy meets the requirements of section of the Elementary and Secondary Education Act (ESEA) and includes, as a component, a school-parent compact consistent with section 1118 of ESEA. The school will take the following actions to involve parents in the joint development and periodic review and updating of its school parental involvement plan and policy under section 1118 of the ESEA: Distributing the current policy to all Title I parents at the beginning of the school year, including, but not limited to, the Annual Title I, Part A Every Student Succeeds Act (ESSA) Meeting of Parents; Receiving input, suggestions and feedback from parents at the Annual Title I, Part A ESSA Parents Meeting, the Annual School Title I, Part A ESSA Parent Advisory Council (PAC) Organizational Meeting, other PAC meetings, Local School Council Meetings; Receiving input, suggestions and feedback from parents in the course of developing the School Improvement Plan and the school's Title I Educational Program for the next school year.

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

To inform parents of the Title I, Part A ESSA Annual Meeting and all Parent Advisory Council Meetings, and all other parent meetings, the school will: At least 7 days before: Post on school website, send notice of the meeting home with the students, make notices available in the main office for parents; At least 48 hours before: Place phone calls to students' homes, Post a notice and agenda in the school's main lobby. Annual and Organizational meeting date occurred before October 31st each year.

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.

At the request of parents, the school will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible by: responding in writing to individual parents who submit suggestions in writing within 15 school days of receipt of the suggestion by school or principal; oral responses from the Principal at Local School Council Meetings, School Parent Advisory Council meetings, or other individual or collective meetings with parents, as appropriate.

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.

The school will provide each parent an individual student report about the performance of their child on the State assessment in at least math and reading by: distributing and explaining to each parent a report provided by the State of their child's individual performance on the NWEA math and reading growth goals and their foundational literacy skills in TRC/DIBELS/IDEL.

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.

The school will provide each parent timely notice when their child has been assigned to, or taught by, a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) for four (4) or more consecutive weeks by: sending a notice letter to each parent home with the student and by regular and/or certified U.S. Mail to the parent's address of record with the school at the end of the fourth week.

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

The school will provide assistance to parents of participating children to improve their understanding of the following: 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 by: requiring parents attendance at workshops, conferences and classes, concerning any equipment or other materials that may be necessary to ensure success; employing existing strategies and developing new ones to increase parental involvement in supporting their children's academic progress, such as volunteering at school, serving on the Local School Council or attending Local School Council meetings and serving on or participating in the Parent Advisory Council; Sharing information with parents about staff professional development workshops, conferences, or classes; providing such information on the school website and in parent packets, newsletters, and informational handouts distributed at Parent Advisory Council meetings, other parent meetings, Local School Council meetings, open houses and parent-teacher conferences.

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

The school will provide information, resources, materials and training to help parents work with their children to improve their academic achievement, such as literacy training and technology, as appropriate, to foster parental involvement, by: offering workshops, conferences and classes concerning any equipment or other materials that may be necessary to ensure success; providing parents with information on classroom curriculum and contents for parent support at home, these will be sent home by classroom teacher in parent packets throughout the year according to the topic being taught; Conducting curriculum-related events 2-4 times yearly, such as literacy, academic support for literacy and mathematics, technology, etc.; Providing information and resources to parents in the school newsletter and the school website on supporting student success, interpreting data, and supporting learning; Providing parents information about student academic progress in accordance with the Elementary School Promotion policies.

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.

With the assistance of its parents, the school will educate its teachers, pupil services personnel, administration and other staff in the value and utility of contributions by parents, in ways to reach out, communicate, and work with parents as equal partners in the education of their children, and in how to implement and coordinate parent programs to build ties between parents and schools, by offering professional staff development opportunities that focus on such education.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be

accomplished.

The school will, to the extent feasible and appropriate, coordinate and integrate parental programs and activities with the PreK program. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: establishing and supporting a Parent Advisory Council; offering parents the opportunity to volunteer at school; conducting workshops and classes; including, but not limited to, literacy classes, and providing the necessary equipment and other materials for parents.

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.

The Local School Council will post monthly minutes in both English and Spanish in a location for all parents and community members to read. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: A. The school will post a Notice and Agenda for the Annual Meeting and all Parent Advisory Councils meeting in the school's main lobby at least 48 hours in advance and will distribute/disseminate notice by one or more of the following methods: At least 7 days before: U.S. Mail/School Website, School Newsletter; Sending notice of the meeting home with the students; Making notices available in the main office for parents; At least 48 hours before: Placing phone calls to students' homes. B. The school will provide information related to the school, parent-programs and meetings and other activities by including such information on the school website and in parent packets, newsletters, and informational handouts distributed at Parent Advisory Council meetings, other parent meetings, Local School Council meetings, open houses and parent-teacher conferences; C. The school will provide all notices and information in English and Spanish.

#### Policy Implementation Activities

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

In the CIWP, the school identifies current parental 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.)

Henry School is committed to providing a safe, secure, nurturing environment leading to the development of socially and emotionally healthy, productive members of a 21st century global society. Successful students of Henry School will be highly-skilled, strong team-workers guided by respect for diversity and respect for others. We envision working with local institutions, community organizations, as well as business leaders, to instill pro-social skills and to ensure the emotional health of our student community. High academic achievement for all students, including Students with Disabilities, and English Language Learners will be assured through the cooperative efforts of the entire Henry community working together to instill a lifelong love of learning in all students.

Mission: Patrick Henry believes an empowered learner is one who is eager to acquire knowledge, able to seek out opportunities, problem solves creatively, and craves challenge. Our definition of an empowered learner applies to every student at our school, from the traditionally defined gifted child to a diverse learner (one who receives special education services) with the added experience of being an English Language Learner (ELL).

Vision: Patrick Henry is a community of empowered learners that are equipped to contribute positively to society with empathy and integrity. "Everything is Possible, Nothing is Unimaginable!"

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.

Progress reports are distributed to all parents at the end of five week marking periods of all four quarters. Parents of student in grades K-2 receive DIBELS/IDEL/TRC assessments and progress reports at the end of the Fall, Winter and Spring assessment windows. Parents of students in grades 3-6 receive NWEA-MAP Reading and Math assessments report at the end of the Fall, Winter, and Spring semesters. All teachers post weekly grades in an online grade book accessible to all parents.

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

Progress reports are distributed to all parents at the end of five week marking periods of all four quarters. Parents of student in grades K-2 receive DIBELS/IDEL assessments and progress reports at the end of the Fall, Winter and Spring assessment windows. Parents of students in grades 3-6 receive NWEA-MAP Reading and Math assessments report at the end of the Fall, Winter, and Spring semesters. All teachers post weekly grades in an online grade book accessible to all parents.

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

The Henry school administration, faculty and staff support an open door policy for all parents and guardians welcoming regular contact with the school. The school administration meets daily with parents regarding their concerns; appointments are not necessary. Parents can also meet with school staff by appointment before, during and after the school day. Teachers, students and parents are welcomed to use the school agenda book and email for regular communication between home and school.

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.

The Henry School welcomes parent and community support of their children's education. Henry parents complete the online volunteer application for Level I or Level II. Henry parents volunteer to work in collaboration with their classroom teachers providing invaluable support and services. Parents also participate in field trips as chaperones.

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

Parents will support our children's learning in the following ways: monitoring attendance; ensuring that homework is completed; monitoring amount of television children watch; volunteering in child's classroom; participating, as appropriate, in decisions relating to their child's education; promoting positive use of their child's extracurricular time; staying informed about their children's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate; serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the schools CIWP Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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

The school administration, the ILT and teacher teams are very strategic in understanding, analyzing and using assessment data to inform instructional decisions. 30-days, 60-days, 90-days, 180-days action plans are drafted every fall based on assessment and demographic data. Action plans are visited regularly at team level, grade level and individual meetings with the school administration. Instruction is driven by data and progress in student achievement is monitored by scheduled benchmark assessments and progress monitoring. Growth and proficiency targets are set for individual students and communicated at student, parent, teacher goal setting conferences.

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).

All Henry School students are instructed about and become familiar with the "Henry Hawks High Flying Expectations" - "Be Prepared, Be Respectful, Be Productive, Be Safe", an essential part of the Henry School social and emotional development. Students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically students will: do their homework every day and ask for help when they need it; read at least 30 minutes every day outside of school time; give parents or the adult who is responsible for their welfare all notices and information received by students from school every day; attend school regularly and participate in the attendance incentive programs; understand and support the school PBIS CHAMP positive behavior plan and participate in incentive programs to promote positive behavior.

**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.

The goal of Henry School is to increase parent involvement by providing parents learning opportunities to support their child in academics and social-emotional development with personalized learning. This includes providing parents workshops that support building foundational literacy at home, the use of technology, social and emotional development of children and adolescents, and understanding how personalized learning supports the academic and social-emotional growth of their child.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00

53405 **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.

\$	475	.00
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53205 **Refreshments**  
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	500	.00
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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
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54505 **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	2195	.00
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<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
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<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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