William G Hibbard Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/10/2018	All teachers and staff	planning for gathering information from stakeholders
02/07/2018	All teachers and staff	begin ratings process, review procedures for grade levels to rate SEF components
02/20/2018	all teachers and staff	finish ratings process, begin organizing data
02/28/2018	all teachers and staff	Select CIWP priorities based on SEF data

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

Team for all content areas which are open to anyone who wants to join.
Learning teams weekly to collaborate.
-UbDs provide an overview/guide of the grade's focus.
-BAS/ Fluency folders provide data that will lead/influence our instruction.
-Book clubs provides more teaching strategies.
Each team member is in a committee and we come back to share ideas from the different committees. In the Ubd's each member shared responsibility for stage 3 Ubd's. We have our curious classroom PLC and we try an idea and bring it back to discuss. Use our performance task to help redesign for the following year.
Leadership and Collective Responsibility: Committees are teacher led and drive pds and curriculum changes; network pds are attended and info is shared with other teachers; pplc and ilt are representative of all grade levels
*School-wide focus on UbDs and supporting ELs and DLs
*Collective responsibility for students' success with UbDs, analyzing student work, and NWEA analysis
*PPLC work fostering teacher trust through peer observations
*ILT work analyzing data and making decisions to foster growth at Hibbard
*PLCs taking responsibility to foster student growth in various ways
*Culture of collective responsibility to create positive Hibbard culture with the school climate committee and school wide behavioral matrix

Guide for Leadership & Collective Responsibility
- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).
- Empower others to make or influence significant decisions.
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- Employ the skills to effectively manage change.
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.
- Use the CPS Framework for Teaching to ground instructional guidance and coaching.

- Model ambitious goals for teaching and learning for all students, including priority groups.
- Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> Various committees gives surveys to staff and use to inform decisions. Use students data to implement new programs (for example xtramath after noticing patterns of difficulty with fluency).
> We used the 5-essentials survey data to find areas for improvement
> We consistently look at data and reflect on scores to make improvements, we analyze the programs in place to ensure that they are working, keep everyone informed of what the committees are working on so we can analyze that information as it becomes available.
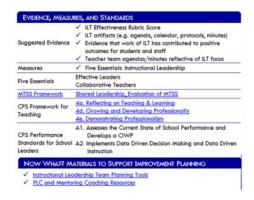> learning we did for a year or two with the network on ELs, WIDA, language objectives, differentiated assessents, MPIs, etc...
> Consistent communication with other committees on how programs, strategies and things are going.

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

Professional Learning:

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

Score

1   2   **3**   4

Kindergarten is using Curious Classroom to incorporate inquiry best practices in our units. Writing PLC. Dual Langauge PLC (to try to meet the cultural and linguistic needs), Science partnership with MSI for NGSS standards. Network K-5 summit.
second step implementation training, NGSS standard work incorporating hands on activities, writing PLC setting school wide goals
Surveys to see what teachers wanted professional learning in,
use NWEA to analyze teaching,
Analyze BAS data,
EL PLC,
Language Matters,
Network PD and bring back information to share,
PLCs (book clubs)- writing PLC, SEL PLC, reading strategies PLC, Dual Language investigation committee
Committees design the professional learning
Tangible learning that can be used in classroom teaching
Math committee meets to discuss NWEA scores and school wide progress, Writing PPLC, science committee that goes over NGSS and science best practice, ACCESS training and WIDA, weekly learning teams, bilingual/dual language committee, PL on culturally relevant texts, etc.
Dual Language Cohort and PD, Designing science units aligned to NGSS, Bilingual teachers went to Annual Illinois Bilingual Conference, School Climate Committee initiatives, Writing Committee research group designing and implementing research-based writing instruction and aligning curriculum vertically.
UbD Design, Use of culturally relevant texts, Use of developing oracy in the classroom, MTSS research based interventions to meet the needs of struggling learners, MPI development for ELL students, Second Step social emotional learning implementation

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

Aligned Resources:

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

Score

1   2   3   **4**

> Units of study reflect the needs of our students and take into account CIWP priorities. Sub budget is allocated as needed for PDs, peer observations, etc. Multiple grants (Old Town, North Park Nature Center, OST, Second Step). Ferney. Assistant/SECA schedules made with student needs in mind. Hiring team is dependent upon position available. Staff members are invited to participate in interview and candidate selection process. ISU partnership to find highly qualified candidates for projected vacancies. Set interview questions for each category of teacher. References are always checked. People's Music School, Kedzie Center, APCC, wishlists on amazon sent to active community members, Bikes and Roses, Friends of Hibbard, Twitter, WITS, Old Town, ISU, North Park Nature Center, CAPE grant, Emerald City Grant, NPU tutors, High Jump, Hubbard Dance residents, Disney grants, Northside College Prep, Blackhawks STEM, MSI science grants, Albany Park library, fire station are some of our partnerships aligned to priorities.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   2   **3**   4

Learning teams weekly to collaborate.
-UbDs provide an overview/guide of the grade's focus.
-BAS/ Fluency folders provide data that will lead/influence our instruction.
-Book clubs provides more teaching strategies.
Each team member is in a committee and we come back to share ideas from the different committees. In the Ubd's each member shared responsibility for stage 3 Ubd's. We have our curious classroom PLC and we try an idea and bring it back to discuss. Use our performance task to help redesign for the following year.
Leadership and Collective Responsibility: Committees are teacher led and drive pds and curriculum changes; network pds are attended and info is shared with other teachers; pplc and ilt are representative of all grade levels
*School-wide focus on UbDs and supporting ELs and DLs
*Collective responsibility for students' success with UbDs, analyzing student work, and NWEA analysis
*PPLC work fostering teacher trust through peer observations
*ILT work analyzing data and making decisions to foster growth at Hibbard
*PLCs taking responsibility to foster student growth in various ways
*Culture of collective responsibility to create positive Hibbard culture with the school climate committee and school wide behavioral matrix

Transfer goals and school-wide events are developed based on school demographics and needs.
AWards tying back into our school goals(Pawsitively awesome)
MTSS meetings with all parties committing.

Hibbard Transfer Goals, Husky Initiatives, Second Step Social Emotional Learning, Morning Meetings, School Climate Committee, UBDs designed using CCSS & CPS Framework for teaching. We prioritized our learning team goals by choosing a focus at the beginning of the school year.

Guide for Curriculum

- o
  - **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).
- o **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and**

the skills expected.
- Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
    - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

Score

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

1   2   **3**   4

Math centers and daily five are a way for students to choose their content.
Use of chromebooks for every child to use technology.
Book room available to all teachers
All teachers have a projector.
Individual chromebooks, guided reading centers, bas kits, xtramath, frontrow, raz kids, white boards
Ipad's allow extra access to support extra math and raz-kids, Motion STEM kits to support our Science units.
Instructional Materials: Many instructional materials are teacher made, directly related to our UBDs; technology is embedded into the curriculum; materials required for UBD implementation are purchased; access to materials at a variety of instructional levels - book room, raz-kids; teachers seek out and use materials to meet the needs of students and the content
*Instructional materials are varied and flexible by nature since they are tied to our social studies, math, and literacy units that we created
*Instructional materials (especially texts) are intentionally chosen to meet the specific needs of the students in our classes-- differentiated, culturally relevant
*Tools and supports provided: laptops, chromebooks, iPads, computer labs, book rooms (English and Spanish) culturally relevant libraries, leveled classroom libraries.
*UbDs and performance tasks are differentiated based on students' needs, interests, and cultural considerations.

One-to-one technology(chromebooks) Students are able to access adaptive materials online including RAZ-kids, Frontrow, Rosetta STone, NewsELA, Khan Academy, Xtra math.
Able to order text need for UBD through school budget allocations.
Book room
Gifted classrooms challenge all students.
Primary classrooms have ipads and intermediate classrooms have chromebooks. School purchased subscriptions to Raz-Kids & Xtramath.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

Rigorous Student Tasks:

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

Score

1   2   **3**   4

Writing Celebrations for parents and other students to see published writing pieces.
Writing performance tasks that are connected to real life and an appropriate audience.
Create an environment where students are responsible for high quality work (peer editing, book club, student discussion).
TenMarks Assignments,
Using Tenmarks jams to build on fluency
Performance Tasks
Performance Tasks, turn and talk and peer discussions, exit slips.
Rigorous Student Tasks: Balanced literacy; elements of TRU Math; UBD performance tasks; 6th grade math uses standard based grading; students need more authentic, real world tasks; transfer goals attempt to bridge but aren't quite there
*Collective belief that all students can learn, differentiate instruction and assessment to meet all students' needs.
*UbDs and GRASPS tasks are challenging, relevant, and differentiated tasks that gauge student understanding and skills.
*UbDs reflect literacy shifts--focus on nonfiction texts (also in the content areas of science, social studies, and math), text complexity is accomplished through UbD planning, culturally relevant texts and guided reading.
*Number talks, Engage NY curriculum, and math initiatives (3 Acts, Which one doesn't belong, etc) all further the rigor demanded by common core for mathematics.
*Fluency tasks and Xtra Math promoted by math committee further both coherence and rigor for math.
*Teams analyze data in learning teams to determine instructional next steps (NWEA, performance tasks)
School-wide curriculum maps.
Math fluency assessments
BAS testing
Performance task analyzed and adjusted.
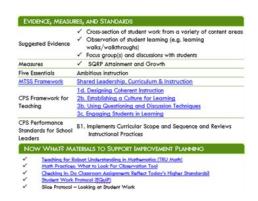Math Talks engage students in productive struggles
Claim, evidence reasoning across grade levels to cite sources according to CCSS
Performance Tasks are designed so everyone is successful and levels of independence are accounted for, Science Phenomena close readings.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.

- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

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

Transitions, College & Career Access & Persistence:

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

Score

1　**2**　3　4

> Monitor progress of ELs throughout and after the program, encourage academic vocabulary, after school programs, move DL students to less restrictive settings, High Jump, encourage students and parents to apply for selective enrollment schools, students are cognizant of their scores and own data of their performance, college research project/discussions, science pen pal program, growth mindset. At the end of the year, we should have a spirit day catered towards college and career day.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success

and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment

○ **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

Daily 5 is self directed as well as book club, morning meeting, and student discussion.
Using formative assessments to support flexible and strategic grouping.
google classroom,exits tickets, informal running records, performance task, quizzes and progress monitor
Differentiated instruction in Reading and Math (small groups and one and one).
Pre-teach vocabulary
Turn and talk
*UbDs differentiated based on language ability, academic ability, culture.
*Modifying/revising UbDs based on student work and performance.
*Number talks--teaching active listening, responding to peers with evidence
*Second Step--teaching listening strategies, coping strategies, and focusing skills
*Collaborative conversations building academic talk competency
*Differentiating formative assessment for Engage Ny and units based on student work and performance.
Ubds, student choices in activities, book clubs, scaffolded instruction, leveled text, Khan Academy Mappers, use formative assessments, modified tests and assignments for ELs and DLs, monitor progress for BAS, exit slips, RtI. We need to create/assign more challenging tasks for higher kids.
To plan for instruction we utilize whole group instruction, small groups, conferencing, one to one when needed to meet the students needs.

We incorporate transfer goals, essential questions, content and language objectives into our daily instruction. We purposefully chose content compatible and specific vocabulary.

To engage students in learning, we select texts at various lexile levels to meet the needs of our diverse learners.
Basing instruction on results from exit tickets to refine and modify as needed.
Fostering student ownership through inquiry based science and "genius hour" to explore their questions.
Goals/Needs Improvement:
Primary grade goals: giving consistent feedback.
Ideas for developmentally ways to foster student ownership.
Adjust instruction to meet individual needs when reevaluating our UBDs.
Progress monitor on a consistent basis.
Assessments and/or content objectives incorporate the four domains for English learners.

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

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Now What? Materials to Support Improvement Planning

✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

Balanced Assessment & Grading:

Score

1   2   **3**   4

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.

Using a variety of formative and summative assessments.
Attempting to align assessment to be common across grade levels.
Grades are weighted the same for grades K-3.

differentiated performance task and exit test depending on WIDA levels
Grading system same across disciplines (1, 2, 3, 4). Classrooms have assistants or co-teachers that pull small groups in addition to classroom teacher's groups). Common rubrics in reading, math, and science.
*Grade level band consensus about weights and types of grades.
* UbDs (performance tasks) and Engage NY are based on CCSS and differentiated.
*Grading system is based on many measures of student performance (tests, quizzes, assignments, participation, homework)
*Need vertical alignment for performance tasks and UbDs.
Fluency tests, use data from NWEA to create groups and address deficits, standards based grading for math, students color code progress tracker, show videos, translate documents, students know rubric ahead of time, testing accommodations, differentiated assessments for different language levels, self reflection on learning after lessons and units, assessments are aligned to stage one of Ubds.
To screen students for MTSS, we look at results from BAS, NWEA Access scores, math fluency test, reach performance task, formative and summative assessments.

Working together, we decided the weight of each grading category to such as exam, quizzes, classwork, homework and participation. This ensures consistence and balance across the grade levels.

We communicate grades with students and parents through email or class dojo so there are no surprises come report card or progress reports.

Use various types of assessments: BAS, running records to progress monitor, formative and summative assessments in literacy math, reach performance tasks. Progress monitor for Tier 2 for specific needs of the student.
Make assessments accessible by providing modifications such as having students draw, versus explain in writing, reading assessments to them. Rubrics allow for differences in levels of independence in completing tasks.
Implement instruction for academic language for English Learners.
Utilize common assessments and rubrics.
We reevaluate assessments to determine if they meet the standards assessed.
Schoolwide categories and weights are the same and the team agrees on which assignments go into each category.

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

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

> Balanced literacy, gifted program, guided reading, small group instruction in ELA and math, xtra math, ubd includes differentiation. Counselor works with families for absenteeism, MTSS meetings scheduled regularly to deal with students getting tier 2 services, possibly tier 3. BAS letter home, after school programs for additional support, phone calls to discuss MTSS continuum, counselor and social work meet regularly with parents, meeting with parents after report cards or progress reports, NCLB parent meetings give ideas for parent supports.

Guide for Multi-Tiered System of Supports

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

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

Evidence, Measures, and Standards

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

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Expectations for Quality & Character of School Life

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**

Teacher created Ubd, transfer goals within instruction, aligned Husky of Month behaviors, growth mindset work, student goal setting, awards assemblies, getting into other classrooms to see other students' work, morning meetings starting positive and setting goals. Husky attendance incentives, spirit weeks on weeks with traditionally low attendance.

Guided reading, student self selection of books at their reading/interest level, flexible seating, Tier SEL/behavioral interventions, MTSS block in schedule for all classrooms. Differentiation based on EL levels so all students can access curriculum, differentiated centers, inclusive practices that keep DLs in the classrooms rather than in resource, awards assembly awards assemblies, posting learning objectives

Inviting other classrooms to visit, peer editing practices for students to help each other out, displaying work, inviting audiences, turn and talk strategies

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1   2   **3**   4

Daily 5 is self directed as well as book club, morning meeting, and student discussion.
Using formative assessments to support flexible and strategic grouping.
google classroom,exits tickets, informal running records, performance task, quizzes and progress monitor
Differentiated instruction in Reading and Math (small groups and one and one).
Pre-teach vocabulary
Turn and talk
*UbDs differentiated based on language ability, academic ability, culture.
*Modifying/revising UbDs based on student work and performance.
*Number talks--teaching active listening, responding to peers with evidence
*Second Step--teaching listening strategies, coping strategies, and focusing skills
*Collaborative conversations building academic talk competency
*Differentiating formative assessment for Engage Ny and units based on student work and performance.
Ubds, student choices in activities, book clubs, scaffolded instruction, leveled text, Khan Academy Mappers, use formative assessments, modified tests and assignments for ELs and DLs, monitor progress for BAS, exit slips, RtI. We need to create/assign more challenging tasks for higher kids.
To plan for instruction we utilize whole group instruction, small groups, conferencing, one to one when needed to meet the students needs.

We incorporate transfer goals, essential questions, content and language objectives into our daily instruction. We purposefully chose content compatible and specific vocabulary.

To engage students in learning, we select texts at various lexile levels to meet the needs of our diverse learners.

Basing instruction on results from exit tickets to refine and modify as needed.

Fostering student ownership through inquiry based science and "genius hour" to explore their questions.

Positives:
Adjust instruction to meet individual needs when reevaluating our UBDs.
Progress monitor on a consistent basis.
Assessments and/or content objectives incorporate the four domains for English learners.

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	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students
	2a. Creating an Environment of Respect and Rapport
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
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

Studied election process, study leaders, power dynamics, student council has election process accessible to elementary school students, voting in classrooms for awards, Husky of the month

Use of culturally relevant texts representing many of our different cultures and other cultures, identity webs, some grades do culture boards, whole school assembly celebrating different cultures, units of study address culture and values, making connections with students and scientists to understand that they can be a scientist. Some grades to peer/family interviews about culture and beliefs

Husky of the month, student council, kids empowered to influence change, many grade levels use an inquiry based approach, teachers have created own units that take into account students' needs and experiences, students often have choice and assignments, one Hibbard transfer goal is to advocate for self and others.

We have many community partnerships, parent meetings to engage them further in educational process, FoH, people who speak multiple languages, community meetings are held at school, twitter, class dojo, community meetings about Hibbard and other issues, meetings with alderman, invite community members to celebrations, 6th grade identifies a problem in community, we all live here campaign

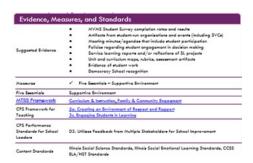## Guide for Student Voice, Engagement, & Civic Life

Study politics

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

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

  - **Take informed action** where they work together to propose and advocate for solutions.

- Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
- Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

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

> Procedures put in place for entry and dismissal to keep staff and students safe. Husky assemblies at the start of the year model and reinforce behavioral expectations. Parents feel safe and secure and know procedures for setting up meetings with teachers. Teachers work in various ways to build positive, trusting relationships, including through explicity SEL instruction.

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

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 3 **4**

> SEL curriculum, morning meeting school wide, class dojo, behavioral anchor charts, "Husky Way" reinforced by staff members. The
> social worker and counselor meet for discipline meetings, parents are a part of the process, refer when able for additional supports.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1   2   **3**   4

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.

Parents are very involved within the schools. Some of these things include working with small groups of students to prepare presentations for the cultural day, working as a part of our NCLB/BAC teams. Hibbard has an open door policy and there is almost always someone available to meet with parents to address any concerns as they arise. Parents also volunteer for things like helping with recess/lunch supervision, Disney play after school, orchestra program, etc. We have various ways that we communicate with parents and these include our website, newsletters, class dojo, twitter, classroom newsletters and writing celebrations.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Network Data Strategist Suggestion	76.00	75.00	60.00	82.00	90.00
National School Growth Percentile - Math					
Network Data Strategist Suggestion	81.00	90.00	45.00	90.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Network Data Strategist Suggestion	61.60	64.70	68.00	67.35	67.35
African-American Growth Percentile - Reading					
Network Data Strategist Suggestion	70.00	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Network Data Strategist Suggestion	76.00	78.00	60.00	74.00	74.00
English Learner Growth Percentile - Reading					
Network Data Strategist Suggestion	60.00	85.00	35.00	77.50	77.50
Diverse Learner Growth Percentile - Reading					
Network Data Strategist Suggestion	79.00	64.00	35.00	67.00	70.00
African-American Growth Percentile - Math					
Network Data Strategist Suggestion	72.00	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Network Data Strategist Suggestion	76.00	92.00	45.00	81.00	81.00
English Learner Growth Percentile - Math					
Network Data Strategist Suggestion	53.00	90.00	65.00	80.00	80.00
Diverse Learner Growth Percentile - Math					
Network Data Strategist Suggestion	65.00	77.00	35.00	73.50	73.50
National School Attainment Percentile - Reading (Grades 3-8)					
Network Data Strategist Suggestion	43.00	53.00	50.00	61.50	70.00
National School Attainment Percentile - Math (Grades 3-8)					

| Network Data Strategist Suggestion | 48.00 | 62.00 | 55.00 | 66.00 | 70.00 |

National School Attainment Percentile - Reading (Grade 2)

| Network Data Strategist Suggestion | 69.00 | 62.00 | 60.00 | 66.00 | 70.00 |

National School Attainment Percentile - Math (Grade 2)

| Network Data Strategist Suggestion | 52.00 | 51.00 | 60.00 | 60.50 | 70.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| Network Data Strategist Suggestion | 28.00 | *(Blank)* | 60.00 | 62.00 | 65.00 |

Average Daily Attendance Rate

| Network Data Strategist Suggestion | 96.60 | 96.40 | 96.50 | 96.50 | 97.00 |

My Voice, My School 5 Essentials Survey

| Network Data Strategist Suggestion | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Complete a self assessment in grade levels of where we are as a school related to balanced assessment and grading to have a better understanding of where each team is	which assessment and grading practices we need to improve upon when using the CPS Action Plan Guide	The development of common assessments and grading standards which allow us to examine student work and make instructional decisions based upon student performance.

Tags:

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
In grade level teams complete Balanced Assessment and Grading Self-Assessment to determine entry points for each grade level team related to grading practices and common formative and summative assessments, as well as differentiation for ELs/DLs	Teachers, Administrators	Aug 27, 2018 to Jun 19, 2020	Not started
Grade level will plan next steps, determine professional resources from supplied list, and work on developing common assessments along with integrating differentiation for ELs/DLs, in addition to examining grade level grading practices and policies.	Teachers, Administrators	Aug 27, 2018 to Jun 19, 2020	Not started

Grade level teams will use protocol to discuss student outcomes on common assessments and will revise units of study to reflect student needs and further differentiate for DLs and ELs to demonstrate knowledge	Teachers, Administrators	Aug 27, 2018 to Jun 19, 2020	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
Continue to reflect on/revise units of study with a focus on key shifts in literacy/mathematics as well as examining the level of demand of cognitive tasks	A better teacher understanding of the level of rigor expected for their grade level	Units of study with a higher level of cognitive demand for students, while still including differentiation for ELs and DLs.

Tags:

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Engage in professional development around key shifts in literacy and math instruction	Teachers, Administrators	Sep 4, 2018 to Jun 19, 2020	Not started
Analyze units of study using protocol to examine levels of student cognitive demand and rigor	Teachers, Administrators	Sep 4, 2018 to Jun 19, 2020	Not started
Continue to edit/revise units of study to include tasks that are cognitively challenging for individual students while still supporting the needs of ELs and DLs through scaffolding	Teachers, Administrators	Sep 4, 2018 to Jun 19, 2020	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Identify how teachers are currently using technology within classrooms and determine next steps and ongoing supports	Better teacher knowledge and access to programming and differentiation of units	Units with technology embedded as supports, differentiation, going public and authentic activities and assessments within units of study

Tags:

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Create a technology survey for our entire staff to determine how technology (hardware, software, apps, etc.) are all being used and what further the teachers are interested in using tech for	Technology teachers, administration	Dec 3, 2018 to Jun 21, 2019	Not started
Determine a professional development plan and schedule to work with teachers on available technology and supports (apps, software, etc.) in order to differentiate and support, as well as create authentic experiences throughout units of study	Technology teachers, administration	Dec 3, 2018 to Jun 21, 2019	Not started

Create a technology survey at end of the year for our entire staff to determine how technology (hardware, software, apps, etc.) are all being used and what further the teachers are interested in using tech fo	Technology teachers, administration	Jun 3, 2019 to Jun 21, 2019	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
Provide academic and social emotional supports for all students in all grades	Students getting needed scaffolding both academically and emotionally in order to succeed in school	Both an increase in student attendance and a decrease in office referrals for behavioral consequences

Tags:

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Explore options for implementing academic Tier 3 on a more regular basis with the help of technology	Administration	Jul 2, 2018 to Jun 19, 2020	Not started
Counselor will provide ongoing professional development to full staff related to SEL interventions and progress monitoring	Counselor, Administration	Aug 27, 2018 to Jun 19, 2020	Not started
MTSS team will meet on a weekly basis to identify Tier 2 and 3 students as well as support teachers through the MTSS process	MTSS team, Administration	Sep 4, 2018 to Jun 19, 2020	Not started

Action Plan

Strategy 1

NOT STARTED

In grade level teams complete Balanced Assessment and Grading Self-Assessment to determine entry points for each grade level team related to grading practices and common formative and summative assessments, as well as differentiation for ELs/DLs"

Aug 27, 2018 to Jun 19, 2020 - Teachers, Administrators

Status history

Apr 30

NOT STARTED   Apr 30, 2018
                Evidence

NOT STARTED

Grade level will plan next steps, determine professional resources from supplied list, and work on developing common assessments along with integrating differentiation for ELs/DLs, in addition to examining grade level grading practices and policies."

Aug 27, 2018 to Jun 19, 2020 - Teachers, Administrators

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence

NOT STARTED

Grade level teams will use protocol to discuss student outcomes on common assessments and will revise units of study to reflect student needs and further differentiate for DLs and ELs to demonstrate knowledge"

Aug 27, 2018 to Jun 19, 2020 - Teachers, Administrators

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence

Strategy 2

NOT STARTED   Engage in professional development around key shifts in literacy and math instruction"

Sep 04, 2018 to Jun 19, 2020 - Teachers, Administrators

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence

NOT STARTED   Analyze units of study using protocol to examine levels of student cognitive demand and rigor"

Sep 04, 2018 to Jun 19, 2020 - Teachers, Administrators

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence

NOT STARTED

Continue to edit/revise units of study to include tasks that are cognitively challenging for individual students while still supporting the needs of ELs and DLs through scaffolding"

Sep 04, 2018 to Jun 19, 2020 - Teachers, Administrators

Status history

Apr 30

NOT STARTED   Apr 30, 2018
Evidence

Strategy 3

NOT STARTED

Create a technology survey for our entire staff to determine how technology (hardware, software, apps, etc.) are all being used and what further the teachers are interested in using tech for"

Dec 03, 2018 to Jun 21, 2019 - Technology teachers, administration

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence

NOT STARTED

Determine a professional development plan and schedule to work with teachers on available technology and supports (apps, software, etc.) in order to differentiate and support, as well as create authentic experiences throughout units of study"

Dec 03, 2018 to Jun 21, 2019 - Technology teachers, administration

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence

NOT STARTED

Create a technology survey at end of the year for our entire staff to determine how technology (hardware, software, apps, etc.) are all being used and what further the teachers are interested in using tech fo"

Jun 03, 2019 to Jun 21, 2019 - Technology teachers, administration

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence

Strategy 4

NOT STARTED Explore options for implementing academic Tier 3 on a more regular basis with the help of technology"

Jul 02, 2018 to Jun 19, 2020 - Administration

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence

NOT STARTED Counselor will provide ongoing professional development to full staff related to SEL interventions and progress monitoring"

Aug 27, 2018 to Jun 19, 2020 - Counselor, Administration

Status history

Apr 30

NOT STARTED Apr 30, 2018
Evidence

NOT STARTED MTSS team will meet on a weekly basis to identify Tier 2 and 3 students as well as support teachers through the MTSS process"

Sep 04, 2018 to Jun 19, 2020 - MTSS team, Administration

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

◯ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> The school will distribute and review the current policy to parents at the beginning of the school year at the Annual NCLB/ESSA Title I, Part A Meeting of Parents. Hibbard will receive input, suggestions and feedback from parents for the development and review of the Title I school parental involvement plan and policy through parent surveys, PAC meetings, BAC meetings and Local School Council meetings.

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

The school will hold the Annual NCLB Title I Part A meeting and monthly PAC meetings. To inform parents of the Title I, Part A annual meeting and all PAC meetings the school will: send home a school calendar with all meeting days for the year, send home monthly updated calendars with all meeting days, post a Notice and Agenda for each meeting in the school's main lobby by at least the required time in advance, announce meeting dates at LSC meetings, and send a reminder notice of meeting home via students at least two days prior to the meeting. The projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting will be on 9/21/18.

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.

Hibbard will continue helping parents understand their active role in suggesting programs and opportunities that benefit their children. Schedule for all PAC meeting for the entire school year will be distributed to parents in September. At each meeting, parents will be given an opportunity to provide any suggestions. Amministration will immediately respond to these suggstions. If more information needs to be gathered with regards to this suggestion, a response will be provided within 3 school days.

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.

Hibbard will distribute and explain to each parent a report provided by the State of Illinois of their child's individual performance on the State Assessments during the fall report card pick-up conferences.

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.

Although this is not an issue, if for some unknown reason a teacher is deemed not "highly qualified," Hibbard will send 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.

In addition to the Title I Informational/Organizational meetings where this information will be provided, we will also provide information on the school website,parent packets, newsletters, and informational handouts distributed at open houses, parent-teacher conferences and monthly PAC meetings and LSC meetings, .

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 NCLB/PAC parents have approved their budget for the following school year that includes 1) Rosetta Stone subscriptions for parents to learn English and 2) Consultant Fees to pay a renown child psychologist who provides monthly presentations on how parents can support their children improve their academic achievement. Parents are also given ample opportunites to volunteer at the school. Participating in our annual Cultural Celebration, Food Fundraisers, Children's Day and working in individual classrooms is always encouraged. Parents also assist with the ROBERTO daily reading program. Parents attend Family Night activities to learn to help their children with reading, math, and other academic areas. Classroom teachers will provide parents with information on classroom curriculum and content for parent support at home. Parents will participate in parent workshops offered through NCLB funding. These workshops will give parents ideas on how to help their students at home as well as giving them other skills to help their students such as learning English or learning how to use the computer.

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

All staff members are encouraged and required to include parents in the education of their own children. Opening Staff PD sessions in August always include the principal's expectations and value of parental involvement. Teachers invite parents into the classrooms to volunteer, office personnel invite parents to help with clerical work, and support staff include parents with supervision of younger students during breakfast, recess and lunch. Parents are also encouraged to participate in our annual Cultural Celebration where they formally present information about their culture and organize dances and songs at our assembly.

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.

Hibbard has a pre-k program that feeds seamlessly into our regular kindergarten program. Teachers from Pre-K and Kindergarten collaborate to ensure a smooth articulation of services. Hibbard also hosts a pre-k family visit day with Albany Park Community Center to ensure that new families coming into kindergarten fell welcomed and informed. Through the established Parent Advisory Committee, Bilingual Advisory Committee, PTO and a Local School Council we communicate this plan very effectively. Hibbard also host many propsective parent information events to reach out the community at large. Individual tours and meetings with parents also happen on a regular basis.

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 school will post a Notice and Agenda for the Annual Meeting and all PAC meetings in the school's main lobby at least 48 hours in advance. To inform parents of the Title I, Part A annual meeting and all PAC meetings the school will: Send home a school calendar with all meeting days for the year, send home monthly updated calendars with all meeting days, post a Notice and Agenda for each meeting in the school's main lobby by at least the required time in advance, announce meeting dates at LSC meetings, and send a reminder notice of meeting home via students at least two days prior to the meeting. Monthly Parent Letters are send in English, Spanish and Arabic to ensure that parents are well informed of all activities and announcements. Individual flyers are also sent to highlight specific parent meetings, children events, and important information.

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.)

Hibbard will be a community that prepares all students to be a: Critical Thinker
Evaluate information and claims encountered at school and beyond for clarity, accuracy, sound evidence, and good reasoning to determine what's best.

Lifelong Learner
Develop a curiosity for learning about the world around us to make connections with others by expressing ourselves creatively and appreciating the expressions of others.

Problem Solver
Make sense of never before seen "messy problems" and persevere in solving them.

Risk Taker
Try something new and different by drawing on your mistakes, successes, and resources with confidence.

Advocate for Oneself and Others
Demonstrate empathy and assertiveness in order to contribute positively to the community.

Hibbard will be a place where all languages and cultures are welcomed, respected, and celebrated, and will teach students to value their own cultural heritage. The Hibbard School community will be committed to working together, achieving academic and social success by meeting our students' individual needs.

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.

The school will hold report card pick-up parent-teacher conferences per CPS School Calendar on November 14, 2018 and April 10, 2019. Parent-teacher conferences will also be scheduled throughout the year per individual student/parent/teacher concerns. Any administrator, parent, or teacher can schedule an individual conference before, during or after school.

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

We will hold parent-teacher conferences in November and April at the end of the 1st and 3rd quarters to give every family the opportunity to meet with their children's teachers for individual conferences. In addition, any parent or teacher can schedule an individual conference at any time during the year by calling the school or coming to the office. Most conferences can be held before school. We also send home progress reports in October, February, and May. Quarterly BAS (Benchmark Assessment for Reading) parent letters will also be sent to show parents the actual reading level of their children. NWEA reports will also be sent home after the test has been administered.

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

Parents come for report card pick-up on one day in November and one day in April to meet with teachers. Parents go to teachers' rooms for these conferences. Parents can meet with teachers before and after school as well. With administrative support to free up teachers, parent meetings can also take place during the school day. Parents and teachers can schedule meeting times individually verbally, by phone, through e-mail and through class dojo. Meeting can also be set up in the office if parents need assistance.

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

Parents may volunteer or visit in classrooms any time. They need to coordinate volunteer times with the teachers. Parents may volunteer for field trips. Parents may also volunteer in the office with clerical work and with our support staff supervising students during breakfast, recess and lunch. Parents come for Family Nights, for special classroom programs and performances, for assemblies, our Cultural Celebration and for Awards Presentaitons.

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

Monitoring on-time attendance, ensuring that homework is completed, including daily monitoring of ROBERTO and the assignment notebooks. Parents also need to monitor the amount of television children watch and other "screen time" activities. Attending Family Nights throughout the year and learning to support their children academically through playing educational games, learning reading techniques, and engaging in special projects such as our Science Engineering projects is very important. Volunteering in child's classroom is also an expectation. We also expect that parents promote the positive use of child's extracurricular time and that they take advantage of the numerous afterschool programs we offer including our incredible orchestra. Parents need to stay informed by promptly reading all notices from the school and/or district received and responding promptly when needed. Parents need to take the initiative to be involved as there are many opportunities at Hibbard school such as serving on parent groups like the PAC, BAC, PTO, and LSC or volunteering in any other capacity. Parents also need to communicate with the school if they have any questions or concerns and also to comment on the positive ways that Hibbard is educating their children.

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

Parents are welcome to give suggestions and comments at all PTO, LSC, PAC, and BAC meetings. Parents vote on how the parent involvement money is spent. We have an open door policy for all parents to talk about the education of their children. Individual meetings are convened for parents who want to talk about the needs and education of their children.

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

Students must share in the responsibility for academic achievement in many ways. They can read nightly through the ROBERTO program and the Xtra Math program. Students need to go to bed on time and ensure that they are ready for school on time. Students must be prepared for class by completing all homework and showing their homework to their parents and receiving signature nightly. Students will also determine their own individual goals by looking at test data showing where they are and then by setting realistic goals for where they want to be by a certain time. Students will also follow the "Husky Way" by being safe, respectful and responsible. Through our 2nd step program, students will learn how to build community in the classroom and school-wide and become active participants in their own education.

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.

Ongoing subscriptions to Rosetta Stone will help individual parents receive differentiated instruction on learning English. Parents will have the flexibility of using this program at any time. The English instruction will be focused - meeting the needs of each parent. A consultant will come to Hibbard for monthly meetings to help parents help their children. This consultant is a psychologist, and he speaks to the parents regarding academic supports as well as parenting skills that will help parents guide their children to be not only successful students but successful people as well. Supplies will be used to support all of the meetings and activities of the parents.

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

Account(s)   Description   Allocation

Code	Description	Amount
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 524 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1400 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 2300 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205 **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
54565 **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
53510 **Postage**	Must be used for parent and family engagement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ 1975 .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00